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ABSTRACT

This document asks further education colleges in England to complete a survey of students in recognized courses of higher education. The data are intended to provide an early indication of the number of students in recognized courses of higher education in 2003-04, enable monitoring of the achievement of funding agreement targets for 2003-04, and inform allocation of teaching funds for 2004-05. The document provides guidance notes for completing the survey, definitions used in the survey, and examples of the survey tables, which were to be distributed electronically. (Appendices contain further information to help colleges complete the survey.) (EV)

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ED 481 688

September 2003/45
Core funding
Request for data

Returns should be uploaded to the secure area of the HEFCE web-site, by Tuesday 25 November 2003

This document asks further education colleges to complete a survey of students on recognised courses of higher education. The data will: give us an early indication of the number of students on recognised courses of HE at further education colleges in 2003-04; enable us to monitor the achievement of funding agreement targets for 2003-04; and inform our allocation of teaching funds for 2004-05.

HEIFES03

Higher Education in Further Education: Students Survey 2003-04

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HIGHER EDUCATION hefce FUNDING COUNCIL FOR ENGLAND

HEIFES03

Higher Education in Further Education: Students Survey 2003-04

To	Heads of further education colleges directly funded by HEFCE in 2003-04 Heads of lead institutions of HEFCE-recognised funding consortia
Of interest to those responsible for	Student data, Funding
Reference	2003/**45**
Publication date	September 2003
Enquiries to	Joe Clark tel 0117 931 7292 e-mail heifes@hefce.ac.uk

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Executive summary

Purpose

1. This document asks further education colleges (FECs) to complete a survey of students on recognised courses of higher education (HE).

Key points

2. The data will:

   a. Give us an early indication of the number of students on recognised courses of HE at FECs in the academic year 2003-04.
   b. Enable us to monitor the achievement of the funding agreement targets for the academic year 2003-04.
   c. Together with the individualised student record (ISR) supplied to the Learning and Skills Council, inform our allocation of teaching funds for the academic year 2004-05.

3. This document provides:

   a. Guidance notes for completing the HEIFES03 survey.
   b. Definitions used in the HEIFES03 survey.
   c. Examples of the survey tables, which will be distributed electronically.

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4. Information contained in the annexes will help colleges to complete the survey.

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Action required

5. Returns should be uploaded to the secure area of the HEFCE web-site, by **Tuesday 25 November 2003**. Workbooks will be available to colleges at the beginning of November 2003.

The HEIFES03 survey

6. The following sources of data will inform our allocation of funds for 2004-05:

- HEIFES03
- the Learning and Skills Council (LSC) July individualised student record.

7. HEIFES03 should be completed by all FECs with students on recognised courses of HE that are directly funded by HEFCE.

8. Coverage of the HEIFES03 survey is given in Annexes B and C. Definitions of when activity should be counted are in Annex D. Annexes E to J explain how to record different categories of activity.

9. All activity that meets the criteria set out in Annexes B to D should be reported, even if it will not be used directly to allocate funds. For example, HEFCE will not support students ordinarily resident outside the EC, but these students should still be included in the 'Island and overseas' column on the tables.

10. For allocation purposes we source various information from the July 2003 LSC individualised learner record (ILRF04). In particular, we expect to use the following fields:

a. Additional support assessment (S11) – to determine whether the student should count towards the calculation of the disability allocation.
b. Postcode (S06) – may be used to determine whether the student should count towards the calculation of the widening access allocation.
c. Highest qualification on entry (HQ05) – may be used to determine whether the student should count towards the calculation of the improving retention allocation.
d. Date of birth (S04) – may be used in the widening access and improving retention allocations.
e. FUNDCOMP (S04) – may be used to determine non-completion rates – see HEFCE 2003/42 'Development of the funding method for teaching from 2004-05: consultation').
f. Superclass II and learndirect codes – may be used in allocating load to new price group – see HEFCE 2003/42.

FECs should note that the underlying populations are determined using a wide range of fields, and incomplete records will adversely affect the funding allocations. Full details of these algorithms are in 'ISR 2001-02 derived statistics for funding allocations and monitoring in FECs' (HEFCE 2003/21).

11. The data collected on HEIFES03 are intended to be compatible with those returned on the Higher Education Students Early Statistics Survey 2003-04 (HESES03), which we collect from higher education institutions (HEIs). However, because of differences in the way FECs have traditionally returned data, identical returns are not possible.

College contacts

12. FECs have sent us details of a contact for the HEIFES survey. If they wish to check or change these details, colleges should speak to or send an e-mail to their HEFCE higher education adviser (HEA). The HEA for each college can be found on the HEFCE web-site under About us/Contact us and then enter the name of the college.

Data collection and verification

13. Enquiries about this survey should be addressed to Joe Clark (tel 0117 931 7292, e-mail heifes@hefce.ac.uk). There is a web page with answers to frequently asked questions (FAQ) and examples of completed HEIFES returns. The web page will also contain any amendments or clarifications that need to be made after the publication and workbook are available. It can be found on the HEFCE web-site, www.hefce.ac.uk, under Questions/HEIFES FAQs. The web page is updated regularly, and colleges are expected to look here for guidance before and during completion of their HEIFES return. We will use an e-mail list of HEIFES contacts to notify colleges of any significant changes or updates. We will not use this simply to notify them of changes to the web-site.

14. Any enquiries about data on the LSC Learning Aim Database should be directed to the college's local LSC.

15. An Excel workbook to be completed for HEIFES03 will be available for download by college contacts at the beginning of November 2003. Notes on the workbook are at Annex O.

16. The workbook contains a number of validation checks, detailed in Annex N, and we will carry out further checks when we receive it. Once we have validated the returned data, colleges will be asked to verify their returns. We may refuse to revise allocations once data have been verified.

Outline timetable and process for the 2004-05 funding round

17. Colleges are required to return their HEIFES03 survey by Tuesday 25 November 2003. Workbooks will be available at the beginning of November 2003. Once we receive the data, we carry out a number of validation and credibility checks, and calculate whether colleges have met their funding agreement targets for 2003-04. The data do not need to be formally signed off by the principal of the college at this stage. However, it is good practice for a senior member of the college to have agreed the return before submission.

18. During December, HEFCE HEAs will write to colleges, enclosing a printout of their HEIFES data, and the comparison and grant adjustment reports generated from them. Colleges will be asked to:

- verify that the data are accurate, or make corrections
- answer any questions we may have on the data

- submit any appeals against grant adjustments made by formula, such as holdback.

19. By 13 January 2004, all colleges must have signed off their HEIFES data as being correct as at the HEIFES census date of 1 November 2003. The data should be signed off by the principal of the college, or their most appropriate deputy, on the college's behalf. The person signing off the data should be different from, and preferably senior to, the preparer of the return, and should assess the return for accuracy and completeness before signing it off. The timetable for this is tight: if corrections to data are made, we then reissue the data for re-verification by colleges. We will normally expect colleges to answer any questions about data within five working days.

20. During January we will consider the appeals against formulaic grant adjustments. Colleges will be notified of the outcomes of their appeals in February. We will announce provisional allocations of recurrent grants for 2004-05 on 3 March 2004.

21. The timetable is summarised in Table 1.

Table 1 **Outline timetable for 2004-05 funding round**

November 2003	• Early November – HEIFES workbooks available to colleges • 25 November – deadline to return HEIFES data • End November/beginning December – validation and credibility checks by HEFCE
December 2003	HEAs write to colleges, asking them to verify the data, answer any questions about the data and submit any appeals against formulaic grant adjustments. Colleges will normally have five working days to answer questions about data
January 2004	• 13 January – colleges must have authorised and signed off their HEIFES data as being correct at 1 November 2003 • 13 January – deadline for submission of appeals
February 2004	Colleges notified of outcome of appeals
3 March 2004	Colleges notified of provisional allocations of recurrent grants for 2004-05
15 May 2004	Deadline for colleges to request amendments to provisional allocations
Late July 2004	Colleges receive their funding agreements, including final grant allocations, for 2004-05.

22. There are two grant announcements in the year – in March and July. To be reflected in the March grant announcement, we need to have received all HEIFES data amendments by 14 January. To be reflected in the July grant announcement, we will need to have received any further HEIFES data amendments by 16 May. However, because our total budget is limited, we cannot guarantee to provide additional funding arising from amendments received after 14 January. All changes to grant after the initial March announcement are subject to approval by our Board, and we will not, therefore, confirm the effects on funding of data changes until that approval has been given. After the March grant announcement, the Board will next consider changes to grant in June so that they can be included in the July funding announcement.

23. In February 2005, we will compare HEIFES03 data with the July 2004 LSC ILRF04. Where we find – through audit, comparison with ILR data, or otherwise – that a college has received higher allocations than it should have done we will reduce grant accordingly.

Returns

24. Returns should be uploaded to the secure web-site no later than **Tuesday 25 November 2003** (see Annex O for details).

25. We will not accept any requests for late submission of data. Where a college fails to return data on time, or the returned data are not credible, we may base the allocation of funds on our own estimate of student activity. Colleges that do not submit credible data on time are more likely to be audited.

Nil returns

26. Colleges wishing to make a nil return should upload the empty workbook, stating in the comments that they are making a nil return, no later than Tuesday 25 November 2003.

Audit

27. We will continue our regular programme of audits of data used for funding purposes. However, the HEIFES return is not subject to a confirmation audit, unlike the LSC student numbers audits. Colleges should keep an adequate audit trail recording how the data were derived. This is especially important where colleges are including estimates or making judgements; for example, the basis for forecasting non-completions should be recorded. Colleges must ensure that estimates are reasonable and have sufficient supporting data. Signed and dated registration and enrolment forms for students should be available for inspection. Our auditors will also seek to rely on any relevant internal audit work that has been carried out on the student record system and/or the method for compiling the HEIFES return, where appropriate.

28. As part of our audit process, we will compare HEIFES03 data with a variety of other data, most notably the July 2004 LSC ILRF04 data, as these become available. Where we find through audit, comparison with ILR data, or otherwise that a college has received higher allocations than it should have done we will reduce grant accordingly. Details of how we will compare data are given in 'ISR 2001-02 derived statistics for funding allocations and monitoring in FECs' (HEFCE 2003/21), and updates to that publication are in Annex M.

Audit of HEIFES02 (see Annex R for details)

29. We carried out audits of the HEIFES data returns from a number of colleges during 2003. Common errors made by colleges in completing the HEIFES survey last year and problems encountered during the audits included:

- Column 2 on Tables 1, 2 and 3 was filled in incorrectly
- students were attributed to incorrect price groups
- colleges filled in the FTE column on the part-time table, Table 3, incorrectly
- colleges did not estimate non-completions reasonably
- monitoring of students' engagement with the courses they were enrolled on were not being maintained throughout the year, and reconciliation between this monitoring and the student record system was not carried out
- students were included in the HEIFES return who had withdrawn prior to the census date
- students were returned with incorrect fundability status
- there was poor communication within collaborative arrangements
- franchise students were returned incorrectly
- there was an inadequate audit trail between the student record system and the HEIFES return
- students were not returned in accordance with advice from HEFCE
- errors in translating information on the working papers and in core data into figures on the return
- there were significant discrepancies between ISR and HEIFES data
- HEIFES returns were not authorised by an appropriate person
- students on ineligible courses were being included in the return and students on eligible courses were being omitted from the return
- there was a lack of knowledge management
- Table 5 was not completed or was completed incorrectly
- enrolment forms and agreements to pay tuition fees were not being completed for all students
- no checks for duplicate records on the student record system prior to the data extraction for the HEIFES return.

Annex A

Summary of changes and clarifications since HEIFES02

1. Students from countries joining the EC during the 2003-04 academic year should be returned as 'Island and overseas' in HEIFES03. We will use 2002-03 ILR data to determine any adjustments in funding calculations arising from EC enlargement.

2. Column 6 (c) on Tables 1, 2 and 3 is hidden for all colleges that do not lead a HEFCE-recognised funding consortium. See Annex B, paragraphs 4-14 for details.

3. As last year, colleges will download their blank workbooks from a secure web-site. This year, however, completed workbooks are to be uploaded to the same web-site instead of being returned to us by e-mail. See Annex O for details.

4. Students from Gibraltar should be treated in the same way as students from countries in the EEA but not the EC. See Annex F for details.

5. Our definition of completion has changed to take into account students that pass a module without sitting the final assessment of that module. See Annex D for details.

6. This year we will be using learndirect codes to map to price groups, instead of Superclass II codes. See Annex G for details.

7. Home and EC students are those meeting the definition of eligible students in the Education (Fees and Awards) Regulations 1997, as amended.

8. We have clarified the treatment of students on DipSW courses. See Annex C.

9. Postgraduate diplomas, when awarded by recognised body, can be HEFCE-fundable. See Annex C.

Annex B

The HEIFES03 student population

1. HEIFES03 records counts of students aiming for recognised HE qualifications (defined in Annex C). These students are called the HEIFES03 student population. Paragraphs 2 and 3 below define which students should be included in the HEIFES03 student population. Some students within this population may not be countable within HEIFES03, as their activity will be counted in a future HEIFES survey (see Annex D for when to count activity). All students counted in HEIFES03 must be in this population.

2. Students meeting **all** the following criteria should be included in the HEIFES03 student population:

a. They are actively pursuing studies with the college for at least part of the academic year 2003-04. This includes outgoing exchange students.
b. They are studying towards a recognised HE qualification aim, as defined in Annex C.
c. They have an individual record returned on the LSC ILR.
d. They are not being returned on any other institution's HEIFES or HESES return.

3. Students in **any** of the following categories should **not** be included in the HEIFES03 student population:

a. Students not studying towards a recognised HE qualification aim as defined in Annex C. Students whose sole qualification aim is an NVQ should not be included. Students should be included if they gain both a recognised HE qualification and an NVQ as the result of a programme of study.
b. Students who will not be included in the ILR for the college at which the student is registered. All students included in the HEIFES03 student population must be included on the registering college's LSC ILR.
c. Incoming exchange students.
d. Students franchised-in from another institution, or who are part of a HEFCE-recognised funding consortium where the college is not the lead college (see paragraphs 4-14 below).
e. Students taught by the college under an associate college agreement.
f. Students spending most of their time for the whole programme of study outside the UK (including distance learners outside the UK), except where:
    i. There is a clear academic reason for studying abroad rather than in the UK. Even where such a benefit exists, we must specifically sanction the course as eligible.
    ii. The student is temporarily and unavoidably abroad and remains liable to UK tax on their earnings, or is a dependant of such a person. This includes members of HM Forces and their dependants.

Sandwich students working abroad and language year abroad students should normally be included in the HEIFES03 student population as the year abroad will not

constitute most of their programme of study.

g. Students who do not actively pursue studies with the college in the academic year 2003-04.

h. Students who are on school-centred initial teacher training (SCITT) programmes.

i. Students who are being returned on any other institution's HEIFES or HESES return.

Students taught under partnership, collaborative or similar arrangements

4. Many students are taught under a variety of collaborative arrangements. For the purposes of HEIFES03, there are two broad types:

a. Franchises. This applies to virtually all collaborative arrangements, including many that colleges may refer to as consortia, such as for the delivery of foundation degrees.

b. HEFCE-recognised funding consortia. For 2003-04 only three colleges can return data in this category.

The features of these two broad types of collaborative arrangement are described below. Colleges that are the lead or franchiser in collaborative arrangements are asked to identify the student numbers involved separately in HEIFES. However, only the three colleges that are the lead in a HEFCE-recognised funding consortium will be able to input data in the cells relating to such consortia in Tables 1, 2 and 3.

5. Colleges must ensure that no student is included on more than one institution's returns to HEFCE for a single qualification. Where a partnership arrangement includes an HEI, the students are usually returned to us by the HEI.

Collaborative arrangements treated as franchises for HEIFES purposes

6. Unless the student is being taught through a HEFCE-recognised funding consortium, all provision delivered through a collaborative arrangement is regarded as being franchised for the purposes of HEIFES03. Industrial placements, work experience and language years abroad should not normally be regarded as franchised-out for the purposes of HEIFES.

7. The following paragraphs explain who should return franchised activity to us. The 'HEFCE survey' referred to below will be either:

- HEIFES03 for FECs or
- HESES03 for HEIs.

8. Where one institution enrols a student and collects a tuition fee for them, but the student undertakes all or part of their study at another institution, only the institution that receives the fee should include the student in its HEFCE survey student population. Such a student is regarded as franchised-out by the institution collecting the fee.

9. If a course is run jointly by more than one institution, only the institution that receives the fee should include the student in its HEFCE survey student population.

10. If two institutions receive a fee from a student for a given year of programme of study of a course, the institution that receives the largest portion should include the student in its HEFCE survey student population. If both institutions receive the same amount, the institutions must ensure that only one includes the student in its HEFCE survey student population.

11. In some cases the institution teaching the student may collect the fee on behalf of another institution. Where this is the case, if the fee is transferred directly to another institution, that institution should include the student in its HEFCE survey student population. If the fee itself is not transferred but is used to offset payments between two institutions in respect of the student, then this should be treated as if the fee had been transferred.

12. In all the above cases, the student is considered to be a student of the franchiser. Where a college includes the student in its HEIFES03 student population it must also return a record to the LSC ILR, and its quality assessments will take account of activity relating to that student as appropriate.

HEFCE-recognised funding consortia

13. A HEFCE-recognised funding consortium is a mechanism for distributing grant to a group of institutions through a single lead institution. Consortia are only 'HEFCE-recognised funding consortia' if we have notified the institutions concerned as such in writing. Currently only three colleges are the lead institution of HEFCE-recognised consortia. As with a franchise, the lead institution will return all data relating to the consortium in its HEFCE survey, while the individual consortium members will not report the provision in any aggregate student number returns they may make to us.

14. However, such an arrangement differs from a franchise in that the student is recognised as a student of the appropriate consortium member, rather than of the lead institution. This means that the students will be reported in either the Higher Education Statistics Agency (HESA) or LSC individualised returns of the appropriate consortium member, rather than those of the lead institution. Likewise, the students will be reflected in the performance indicators and quality assessments of the member institution, rather than the lead. Apart from for HEFCE funding purposes, the students will in all other respects be treated as students of the consortium member.

Annex C

Recognised courses of HE

1. For 2004-05, HEFCE is responsible for funding only some HE qualifications in FECs. These qualifications are defined as 'recognised' in this document. Only students studying on recognised courses of HE should be included in the HEIFES03 student population.

2. Within HEIFES03, recognised courses of HE are those awarded by a recognised body and leading to one of the qualifications listed below:

- higher degrees, including PhD, MPhil, MSc, MA, MBA
- postgraduate diplomas
- PGCE
- first degrees, including foundation degrees, BSc, BA, BEd
- foundation degree bridging courses
- HND
- DipHE, DipSW
- HNC
- CertEd.

3. Recognised bodies are:

- any UK HEI with the power to award degrees
- EdExcel
- Scottish Qualifications Authority.

4. HEFCE 2003/21 includes a mapping between the recognised qualifications awarded by recognised bodies and the LSC Learning Aim Database.

5. Professional or similar qualifications will not normally be recognised. For example, a Certificate in Management awarded by the Institute of Management is not a recognised HE qualification for the purposes of HEIFES. However, in some cases these courses will be recognised, if they also lead to one of the qualifications listed in paragraph 2 of this annex.

6. If colleges believe that a qualification has been incorrectly classified in the LSC Learning Aim Database, they should contact the LSC funding and statistics support desk.

7. Foundation years, and other provision commonly referred to as 'level 0', are recognised courses of HE only if they are an integrated part of a recognised HE qualification. Free-standing foundation years and other free-standing 'level 0' provision are not recognised courses of HE.

Annex D

Counting student activity

1. Students study towards qualification aims over a period of time. This period of time can be split into one or more years of programme of study. The first year begins when the student starts studying towards the qualification aim; the second and subsequent years start on or near the anniversary of this date.

2. A student may only be returned on HEIFES once for each year of programme of study that they undertake. This is referred to as counting years of programme of study. When a student becomes countable on HEIFES depends on how their activity falls within each year of programme of study.

3. Exceptionally a student may be on two courses aiming for two independent recognised HE qualifications at the same time. If this is the case, the student should be treated as if they were two students, each aiming for one of the qualifications.

4. Where students complete a foundation degree and then undertake a foundation degree bridging course to enable them to join the final year of an honours degree, the foundation degree bridging course should be treated as an independent course which will generate its own year of programme of study. See paragraphs 32 and 33 below.

5. To be counted, a student within the HEIFES03 student population must also meet **all** the following criteria:

   a. A tuition fee is charged for the year of programme of study. This fee may be waived.
   b. The FTE for the year of programme of study is at least 0.03.
   c. The student is not writing up a thesis or similar piece of work for the whole of the year of programme of study.

Students are writing-up where they have completed their research work and will not undertake any significant additional research. It is common practice for such students to still receive a small amount of supervision, and they may still have access to other facilities at the institution. However, such students should be treated as writing-up.

6. There are two types of year of programme of study: standard and non-standard. A standard year is one where all activity for the year of programme of study falls within the period 1 August to 31 July. Nearly all undergraduate students are on standard years of programme of study.

7. Some students who would normally be considered as following a standard academic year are actually on non-standard years of programme of study. The most common examples are MSc students who study for a full year between October and October. This is all one year of programme, yet has activity in two academic years and is therefore

non-standard. All students on full-year courses which span two academic years are on non-standard years of programme of study.

Students on standard years of programme of study

8. For students studying on a standard year of programme of study, the student will become countable at the start of each year of programme of study. The FTE returned should be the FTE for the whole academic year.

Example

9. A student starts a degree programme on 20 September 2003, with each year of the course finishing at the end of June. As all activity for each year is contained in the period 1 August to 31 July, all years are standard. Thus the student becomes countable on 20 September 2003 and, depending on when the activity for the year starts, on or around the anniversary of this date each year.

10. Occasionally some students may join a programme of study at a date different to the usual start date. Such students may be treated as if they had joined with the rest of the cohort if:

a. Having caught up with the rest of the cohort, they will subsequently follow an identical pattern of study, and

b. Activity for all years of programme of study for the cohort falls within the academic year.

If this is not the case, the student should be treated as being on a non-standard year of programme of study.

Example

11. A full-time HND course starts on 1 October 2003 and runs from 1 October to 31 July each year, so the course has a standard academic year. A student starts the HND programme late, on 5 November 2003, but intends to catch up with the rest of the students on the course and follow the same pattern of activity as them. The student should be treated as if they had started at the same time as the other students, that is, on 1 October 2003.

Students on non-standard years of programme of study

12. For students on non-standard years of programme of study, the student becomes countable on 1 August of each academic year in which they are active, apart from the first. The FTE returned each time the student becomes countable should be the FTE for the entire year of programme of study.

Example

13. A full-time student starts a degree programme in January 2004 and the first year of the course finishes in November 2004. The student is on a non-standard year of programme of study because the activity spans two academic years. This student would not be included in HEIFES03, but instead in HEIFES04. However, a similar student who started in the previous year, in January 2003, would be included in Column 1 of Table 1 of HEIFES03 for their first year of programme of study.

14. Some students on non-standard years of programme of study may have two years of programme of study in the final academic year. This will happen where the student undertakes a short period of study after the anniversary of their start date but completes this within the academic year. In this case, the first year of programme of study should be returned in Column 1 of the relevant HEIFES tables. The second year of programme of study should be returned in Column 1 if it starts on or before 1 November, or Column 2 if it starts after 1 November. These are the only circumstances where a student on a non-standard academic year should be returned in Column 2.

Example

15. A full-time student started an 18-month course in January 2003 which ends in July 2004. They would not have been counted on HEIFES02. The student would be counted on 1 August 2003 for the first year of programme of study on HEIFES03, and again on HEIFES03 as a student expected to become countable, on the anniversary of the start date, in January 2004, for the second year of programme of study. The first year of programme of study would be returned in Column 1 of the full-time table, Table 1. The second year of programme of study would be returned in Column 2 of the part-time table, Table 3, because it starts after 1 November but finishes before the end of the academic year and in this case does not meet the criteria to be full-time.

Non-completions

16. Non-completion is defined in terms of modular programmes of study. It applies to all institutions, including those that may not consider their programmes to be modular. For HEIFES purposes a module is taken to mean a discrete component within a programme of study, sometimes referred to as a unit, 'course' or option. Where a student is studying a number of modules that may all count towards the same qualification then this should be treated as a single programme of study. We have changed the definition with effect from 2003-04 to recognise that some students may choose not to undergo final assessment on the basis that they have already met the academic criteria to pass the module.

17. A student who fails to complete (that is, undergo the final assessment of, or pass) any module within the year of programme of study is to be returned as a non-completion for all activity in that year. However, an exception is allowed for full-time students where the module is in addition to the standard requirements for full-time study.

18. Where there is no final exam, or the final exam does not constitute the final assessment for the module (for example where a dissertation is submitted after exams), completion would be measured against submission of the final coursework or dissertation, or passing the module.

19. Exceptionally, a year of programme of study that counts towards a qualification taken over several years may not contain any formal assessment, for example where assessment will take place at the end of a later year. In this case, continued attendance throughout the year of programme of study would constitute completion. Institutions should therefore ensure that adequate evidence of attendance exists, such as class registers.

20. Where a part-time student has a clear intention of completing a specified activity within the year of programme of study, completion is measured against this. Thus, if a student starts the year intending to follow a certain pattern of activity but does not complete it, then that student would be a non-completion for all activity for the year. If the programme of study did not specify the pattern of activity within the year, then, provided that the student completed all activity started in the year, they would be considered as completing.

21. In some cases the final assessment for a module may fall outside the academic year in which it is counted, or exceptionally outside the year of programme of study. In either case, completion of the module is still measured against attendance at the final exam or submission of final coursework relating to the module, or passing that module. For example, if a student studies on a standard academic year but the examinations are held in August, completion will be determined against attendance at the August examination, or by passing the module.

22. Colleges should ensure that estimates of non-completion are supported by historical data – see Annex R for details about common errors discovered as part of our audit of HEIFES02.

New entrants

23. New entrants are defined as students registered for the first (or only) year of a course leading to a recognised HE qualification. Note that:

a. Students re-taking the first year of a course should be included as new entrants.
b. Students transferring between courses are to be included only if they are registered as first-year students on their new course.
c. Students entering directly onto the second or subsequent year of a course should not be counted as new entrants.
d. Students whose course includes an integrated foundation year (at 'level 0') should be counted as new entrants only during their foundation year. In this case the student should not be counted as a new entrant during year one of the course.

Summer schools

24. There are four types of short course, which are sometimes referred to as summer schools. These are described in more detail below.

Summer schools for potential HE students

25. These are intended for potential HE students to experience a short period of study in an HE environment in the summer vacation. Such students are not included in the HEIFES population as the provision is not HE level.

Access provision

26. In some cases, institutions offer short preparatory or access courses for individual students to facilitate progression to an HE qualification. These are taken immediately before the start of their HE qualification. Where the access provision is an integral part of an HE level course, then the students are included in the HEIFES population. It will only be considered integral if successful completion of the access provision guarantees seamless continuation onto the HE level course, and the student has enrolled for both the access provision and the HE level qualification on entry to the access course. The short access course and the first year of the HE course will typically count as one year of programme of study. This may result in the year of programme of study being counted as long, as defined in Annex J.

27. If the access provision is not an integral part of the HE level course, it is not HE level and the students are not part of the HEIFES population.

Within-course periods of study in vacation time

28. These are within-course short periods of study which generally take place in the vacation periods, and are normally for students to catch up with others on the course. They are usually between years of programme of study but within a course. They are counted as part of the year of programme of study that precedes the short period of study and may result in the year of programme of study being counted as long, as defined in Annex J.

29. Where the short period of study occurs during the summer vacation, this may cause students who would normally be following standard years of programme of study to generate a non-standard year for the year which includes the short period. However, for data collection purposes, they should be treated as standard academic years.

Example

30. A student studies full-time for a degree over three years, with activity for each year of programme of study running from October to July. Between the second and third years, a short period of study, running from 25 July to 5 September, is undertaken to bring the student up to the standard of others on the course. This short period of study counts as part of the

second year of the degree, and the second year of programme of study counts as a standard academic year. The year of programme of study would only be counted as long if it fitted the criteria to be long, in Annex J.

31. Such short periods of study should be returned on the LSC ILR in the same way as they are returned on HEIFES. That is, they should be included as part of the year of programme of study preceding the short period of study.

Foundation degree bridging courses

32. These are courses which come after a foundation degree has been completed, but before the final year of an honours degree course. They are short courses which are not an integral part of the course they are bridging from. Progression is assured from successful completion of a foundation degree bridging course to the final year of an honours degree. For the purposes of HEIFES, they are counted as a separate year of programme of study and are returned as part-time with an FTE of 0.3. If the bridging course spans two academic years, it should be recorded in the same way as other courses following non-standard academic years, as described in paragraphs 11-14 above.

33. Any bridging courses should be returned as a separate record in the ILR 2003-04 return with:

- student load returned as 30 (HQ11 = 030.0)
- mode returned as part-time (HQ08 = 03)
- a link to an appropriate learner aim on the LSC's Learning Aim Database (it may be necessary to request a specific learner aim for the bridging course)
- appropriate learndirect information
- a separate student instance (HQ03)
- where the course spans two academic years, the FTE proportionally split between the two academic years.

Annex E

Full-time equivalence for part-time students

1. Full-time equivalence (FTE) for part-time students is defined with reference to an equivalent full-time course. For the purposes of determining FTE, the number of guided learning hours the student undertakes is irrelevant. In general the comparison with an equivalent full-time course should be based on the number of years, or terms, taken to achieve the qualification, compared with a student studying full-time. Where such a full-time course does not exist, a reasonable academic judgement should be made by comparing it with other qualifications in a similar subject and at the same level. In this case, evidence of the courses used and the reasoning behind the judgement should be kept by the college for audit purposes.

2. The table below shows the FTE per year for most recognised courses of HE, depending on the number of years the course is taken over. It also shows the total FTE for the course. For a part-time course, the FTE summed over the whole course should be equal to that shown in the table below.

Qualification aim	Total	Duration in years									
	FTE	1	2	3	4	5	6	7	8	9	10
Degree	3			1.00	0.75	0.60	0.50	0.43	0.38	0.33	0.30
Foundation degree	2		1.00	0.67	0.50	0.40	0.33	0.29	0.25	0.22	0.20
HND	2		1.00	0.67	0.50	0.40	0.33	0.29	0.25	0.22	0.20
DipHE, DipSW	2		1.00	0.67	0.50	0.40	0.33	0.29	0.25	0.22	0.20
HNC	1	1.00	0.50	0.33	0.25	0.20	0.17	0.14	0.13	0.11	0.10
CertEd	1	1.00	0.50	0.33	0.25	0.20	0.17	0.14	0.13	0.11	0.10
HNC to HND top-up	0.75	0.75	0.38	0.25	0.19	0.15	0.13	0.11	0.09	0.08	0.08

3. The FTE for a foundation degree bridging course, as defined in Annex D paragraphs 32 and 33, is 0.3.

4. The table above may not be appropriate where the qualification offered differs significantly from the norm for qualifications with that title. This is particularly true for DipHE and CertEd, where the practice varies between colleges. Where colleges believe that the FTE should be different to that listed above, they may return a different FTE, but must keep a record of how this was derived. In cases of difficulty, colleges are advised to contact us for guidance. If colleges wish to use an FTE different to those listed above, with the exception of CertEd and DipHE, they must contact us before doing so. In particular, we would not expect the FTE for a part-time degree to be calculated with reference to a four-year programme.

5. Where a student repeats a year or enters the second, or later, year of the course directly, the total FTE returned for that student should be increased or decreased to reflect this (see examples 2 and 3 below).

6. Where it is already known that full-time students have changed or will change mode, within the year of programme of study, to become part-time students, the year of programme

of study should be recorded as part-time only. Their FTE should be calculated in the usual way, by comparison with the equivalent full-time course.

Example 1

7. A student studies for a degree over five years. The FTE returned each time the student becomes countable is 0.60; the student becomes countable five times so the total FTE returned over all years is $5 \times 0.60 = 3$.

Example 2

8. As in example 1 but the student resits year two. The FTE returned each time the student becomes countable is still 0.60; the student becomes countable six times so the total FTE returned over all years is $6 \times 0.60 = 3.6$.

Example 3

9. As in example 1 but the student has accredited prior learning and enters directly onto year two. The FTE returned each time the student becomes countable is still 0.60; the student becomes countable four times so the total FTE returned over all years is $4 \times 0.60 = 2.4$.

Example 4

10. A student who has already achieved an HND enters directly onto the second year of a degree course and completes the final two years of the degree in four years. The final two years of a degree if completed full-time would have a total FTE of 2. Therefore, the total FTE for the student is 2 and the FTE in each year is $2 \div 4 = 0.5$.

Example 5

11. A student who starts off as full-time but is known to be changing to part-time in the second term of the year of programme of study, studying at the same rate as a part-time student with an FTE of 0.5 per year of programme of study, should be returned on the part-time table with an FTE of 0.67. This is made up of 0.33 for the first term and $0.5 \div 3 = 0.17$ for each of the second and third terms = 0.67 in total for the year of programme of study.

Annex F

Residential and funding status

Home and EC students

1. Students are classified as home and EC if they can be regarded as eligible students as defined in the Schedule of the Education (Fees and Awards) Regulations 1997 (SI 1997 No. 1972), as amended. The Education (Fees and Awards) Regulations can be found on the HMSO web-site – www.hmso.gov.uk under Legislation/United Kingdom/Statutory Instruments. A list of countries belonging to the EC is on the HEFCE web-site, under Questions/HEIFES FAQs.

2. Students from countries that are in the European Economic Area (EEA) but not the EC (currently Iceland, Liechtenstein, Norway and Switzerland) will only be considered in the same way as home and EC students if they meet the criteria laid down in the above regulations. Students from Gibraltar should also be treated as if they were from a country in the EEA but not the EC.

3. Students from countries that are joining the EC during the 2003-04 academic year should be returned as 'Island and overseas' in HEIFES03. We will use ILR data as necessary to derive assumed numbers of students from these countries.

HEFCE-fundable students

4. Home and EC students are eligible for HEFCE recurrent funds for teaching (HEFCE-fundable) if they satisfy **all** of the following conditions:

   a. They are on courses of recognised HE, as defined in Annex C.
   b. The course is open to any suitably qualified candidate.
   c. The course is not being supported from any other EC public source. Where the fee plus income from a public source is insufficient to cover the HEFCE standard resource then a proportion of the students on the course can be returned as HEFCE-fundable. (See paragraph 6a.)

5. Where a student is not subject to the regulated fees and the fee is being paid by a source other than an EC public source, the eligibility for funding does not depend on the level of fee charged.

6. The following students are **not** eligible for HEFCE recurrent funding for teaching (recorded as HEFCE non-fundable):

   a. Students on courses which would otherwise be HEFCE-fundable, but whose places are funded at the standard HEFCE rate, or higher, from another EC public source. Examples include the European Social Fund (ESF), Department of Health, NHS, Modern Apprenticeship scheme or the Home Office. In some cases an EC public source may provide funding that is in addition to the mandatory or recommended fees,

pro rata for part-time students, but the funding falls significantly short of the HEFCE standard rate for the student. In this case, the total funds received in addition to the fees should be used to calculate the number of students which (for funding purposes) are assumed to be fully supported from other EC public sources. The remaining students are then eligible for HEFCE recurrent funding. A template is available on the HEFCE web-site under Questions/HEIFES FAQs to help determine fundability status in these cases.

b. Students on courses that are not funded through HEFCE recurrent funds for teaching, but whose funding has been separately agreed and notified by us. This includes courses where we distribute funds on behalf of other government departments.

c. Students on initial teacher training (ITT) courses which lead to qualified teacher status (QTS); and all students holding QTS who are on an in-service education of teachers (INSET) course. This will include students transferring from courses where funding has been provided by the Teacher Training Agency (TTA) for the whole year.

d. Students on pre-registration nursing or midwifery degrees and courses (including postgraduate courses) leading to a recognised professional qualification in dietetics, speech and language therapy, chiropody/podiatry or prosthetics and orthotics.

e. Students franchised to an institution that is not either:

- an HEI supported from public funds, or
- an FEC supported from public funds

except where specific approval has been given. Colleges must ensure that all franchises to any other organisation have been specifically approved by HEFCE before students are returned as HEFCE-fundable on HEIFES. Colleges should re-apply if there is a material change in the arrangement.

f. Students on closed courses, that is courses which are restricted to certain groups of people and are not generally available to **any** suitably qualified candidate. For example, where a course is only available to employees of particular companies, that course is closed.

Determining the number of students supported from other EC public funds

7. The public funding should first be used to offset any shortfall between the fees charged and the assumed fees. Once this offset has taken place, any remaining public funding should be divided by the standard funding per student and rounded up to the nearest whole number to find how many students are non-fundable; the remainder are then fundable. The standard funding per student is calculated as the standard resource minus the assumed fee. Standard resource is explained in paragraphs 19-21 below. In the examples the assumed fee per FTE for part-time undergraduates is £830.

8. There is an Excel template on the HEFCE web-site under Questions/HEIFES FAQs, which will calculate the number of students who are non-fundable in individual cases.

Example 1

9. There are 10 full-time undergraduate students supported by £11,250 from a public source. The students are not charged a fee and there is no other income. The assumed fees are £1,125 per student, so the public money only covers the fees and all students are fundable.

Example 2

10. There are 10 full-time undergraduates, all in price group C. The fees for each year are £1,125 paid by either the Student Loans Company (SLC), the student, or a mixture of the two. In addition, a public source puts in £1,000 per student. The assumed fees are fully met by the fees charged, so there is no offset. The standard funding per student is the standard resource (1.5 × £2,808 = £4,212) – assumed fee (£1,125) = £3,087. There is £10,000 additional public money (10 × £1,000). Therefore four students (£10,000 ÷ £3,087 = 3.2) are non-fundable, and the remaining six are fundable.

Example 3

11. There are 50 part-time undergraduate students in price group C, each with an FTE of 0.5, who pay £100 a year tuition fee, and there is £30,000 from a public source. The assumed fee for each student is 0.5 × £830 = £415. There is £315 (£415 – £100) per student in tuition fees to make up using the public money, which uses 50 × £315 = £15,750. This leaves £14,250 of the public money. The standard funding per student is the standard resource (0.5 × 1.5 × £2,808 = £2,106) – assumed fee (£415) = £1,691. Therefore nine students (£14,250 ÷ £1,691 = 8.4) are non-fundable, and 41 are fundable.

Example 4

12. As in example 3, but the fees are £500 a year, all paid by the student. Each student pays a tuition fee which is greater than the assumed fee, so there are no tuition fees to make up using the public money. There is £30,000 public money and the standard funding per student is £1,691. Therefore 18 students (£30,000 ÷ £1,691 = 17.7) are non-fundable, and 32 are fundable.

Example 5

13. There are 10 full-time postgraduate students entirely in price group C. The fees for the year are £3,000; a public body pays half of the fee and the student pays the other half. The assumed fees are £2,940, which leaves £60 (£3,000 – £2,940) of public money per student. The standard funding per student is the standard resource (1.5 × £2,808 = £4,212) – assumed fee (£2,940) = £1,272. There is £600 additional public money (10 × £60). Therefore one student (£600 ÷ £1,272 = 0.5) is non-fundable, and the remaining nine are fundable.

HEFCE-funded and independently-funded students

14. All fundable students should be recorded as HEFCE-funded unless the college receives enough resources from other sources (other than EC public sources), for the year of programme of study, to cover the HEFCE standard resource for their provision. In such cases the college may choose to record the student as independently-funded. Independently-funded students are not included in our resource calculations but may count towards student number targets.

Example 1

15. There are 20 HEFCE-fundable full-time postgraduate students, in price group C. Each student pays £4,500 tuition fees. The standard resource is (1.5 × £2,808) = £4,212. Therefore the standard resource is fully covered by the fee paid by the student. In this case, the college can choose to record the students either as HEFCE-funded or as independently-funded.

Example 2

16. There are 20 HEFCE-fundable part-time postgraduate students, 0.6 FTE, in price group B. Each student pays £3,000 tuition fees. The assumed fee for each student is 0.6 × £2,808 = £1,684.80, which leaves £1,315.20 per student. The standard funding per student is the standard resource (0.6 × 2 × £2,808) – assumed fee (£1,684.80) = £1,684.80. There is 20 × £1,315.20 = £26,304 remaining from the fees paid by the students. Therefore, the college can choose to return up to 15 students (£26,304 ÷ £1,684.80 = 15.6) as independently-funded, with the remaining students returned as HEFCE-funded.

HEFCE non-fundable students

17. These are students who are home and EC, as defined in paragraphs 1-3, but whose place is not considered eligible for recurrent funding for teaching as defined in paragraphs 4-6 above.

Island and overseas students

18. All students who fall outside the definition of home and EC in paragraphs 1-3 should be recorded as 'Island and overseas'. This will include students usually resident in the Channel Islands and Isle of Man and those students from countries expected to join the EC in the 2003-04 academic year.

Calculation of standard resource

19. If a student attracts a premium under HEFCE's teaching funding method, the standard resource should be increased to reflect this. We notified colleges of these premiums in Table F of their funding agreement. For the current year 2003-04, there is one student-related premium (long courses), and one institution-related premium (London

weighting). The total weighted student FTE is the sum of the subject-weighted FTE and the additional FTE from all premiums. Examples of calculations are given in paragraphs 22-24 below.

Factor	Premium	Applied to
Long course	25%	Subject-weighted FTE
London (inner)	8%	Subject-weighted FTE
London (outer)	5%	Subject-weighted FTE

20. The subject weights are shown below.

Price group	Subject weight
B* (Laboratory-based science, engineering and technology)	1.5 or 2.0 (depending on the outcome of the review of price group B provision)
C (Other high cost subjects with a studio, laboratory or fieldwork element)	1.5
D (All other subjects)	1.0
Psychology*	1.0 or 2.0
Media studies*	1.0, 1.5 or 2.0

* Proportions in each subject weight are notified in Table F of the funding agreement.

21. The 2003-04 standard resource for a student is calculated by multiplying the total weighted FTE by £2,808 – the base level of resource for price group D.

Example 1

22. The standard resource for a part-time student (0.4 FTE) in price group C is £1,684.80:

Subject weight	0.4 × 1.5	= 0.60
Resource		**= 0.6 × £2,808 = £1,684.80**

Example 2

23. The standard resource for a part-time student (0.3 FTE) on a long course in price group C is £1,579.50:

Subject weight	0.3 × 1.5	= 0.4500
Long course premium	0.3 × 1.5 × 25%	= 0.1125
Resource		**= 0.5625 × £2,808 = £1,579.50**

Example 3

24. The standard resource per FTE in price group B, where the subject weight is 1.5, for a student at a college receiving the inner London premium is £4,548.96:

Subject weight	1.0 × 1.5	= 1.50
Inner London premium	1.0 × 1.5 × 8%	= 0.12
Resource		**= 1.62 × £2,808 = £4,548.96**

Annex G

Price groups

1. We fund similar activity at similar rates. For HEIs, the department, or departments, in which a student undertakes activity defines the cost of the activity. For example, this means that a student on a science degree who is taught by both the science and business studies departments would be funded at a composite rate somewhere between the science and business studies rates. The rate depends on the balance of activity in each department. Data at this level are not available for FECs. For FECs, we use the mapping between learndirect subject codes, as used in the LSC Learning Aim Database, and price groups, shown in the table below. This is a change from previous years, when we used Superclass II codes.

Price group	learndirect subject codes
B (Laboratory-based science, engineering and technology)	CJ1-CJ5, CJ9, CL1-CL2, CL4, CL6, PB, PE6, PE7, PF1, PF2, PG1, PG2, QA3, QH6, RA1-RA14, RC-RF3, RF5-RF9, RH-SD, SG-SJ4, SJ62-SL, SN2, SN3, SN5-SN8, TL, TM, VE, VF4, VG, WA, WC1-WC4, WE, XH-XM, XP-XQ44, XQ5-XR, XT, YC-YD2, YE.
C (Other high-cost subjects with a studio, laboratory or fieldwork element)	CJ6-CJ7, CK, CL3, CL5, CM-CY2, DC, FK3-FK9, G*, JA1, JA2, JA3, JB, JC, JF-JR, LA-LE, LH, LJ, MA-MH, NA-NF, NH, PC-PE5, PE8, PF3-PF8, PG3-PJ, PL-QA2, QA4-QA9, QC-QG, RA3-RA6, RB, RF4, RG, SE1, SN4, SQ, TA-TC437, TD, TE, TG-TK, VF1-VF3, VF5, VF6, WB, WC5-WD, WF-XF, XN, XS, YA, YB, YD3, ZM-ZX2.
D (All other subjects)	A, B, DA, DB, DD-DF, E, FB-FK2, FM, G*, H, JA11, JA22, JA23, JA32-JA81, JD, JE, KB, KC, LF, LG, MJ, NG, NK-NN, PA, QB, QH1-QH5, QH7-QJ, SE2-SF, SJ5-SJ61, SM, SP, TC44-TC6, TF, U, VD, VF7, VH, VJ, XQ45, ZX3, ZX4.
Psychology	PK.
Media studies	CY3-CZ, KA, KD-KJ.
ITT (QTS)	Students on ITT courses leading to QTS
INSET (QTS)	Students who hold QTS on INSET courses

* learndirect code G (Education) can be in either price group C or price group D depending on the course (see paragraphs 7-9).

2. A mapping from learndirect code to price group, which includes a description of the subject of the learndirect code, is available on the HEFCE web-site, under Questions/HEIFES FAQs.

3. Some qualifications contain study in two distinct subject areas, for example, a Chemistry and Business course. Where the qualification has more than one learndirect code on the LSC Learning Aim Database, the student should be split between the relevant price groups in proportion to the split between each subject.

4. Where colleges cannot identify the learndirect code for a course on the LSC Learning Aim Database, they should contact the LSC funding and statistics support desk in the first instance.

5. Students aiming for qualifications with learndirect codes that map to price group B should be recorded in price group B. Media studies students should be recorded in the media studies price group only. Psychology students should be recorded in the psychology price group only.

6. Review panels have determined the attribution of price group B, media studies and psychology students to price groups for funding purposes. Any split between subject weights for this provision will be carried out in the funding model.

ITT, INSET and other education students

7. Students on ITT courses leading to QTS should be entirely attributed to the ITT (QTS) price group, irrespective of the subject of qualification aim. Students on ITT courses that do not lead to QTS should be entirely attributed to price group C, irrespective of the subject of qualification aim.

8. INSET courses are defined as courses for which the primary (but not necessarily the only) purpose is to improve the effectiveness of teachers, lecturers or trainers. Students who hold QTS and are on INSET courses should be entirely attributed to the INSET (QTS) price group, irrespective of the subject of qualification aim and whether or not the TTA is funding the course. Students who do not hold QTS but are on INSET courses should be attributed to a price group according to the subject of qualification aim.

9. All activity with learndirect code 'G', that is not ITT or INSET, should be returned in price group D.

Annex H

Mode of study

Full-time and sandwich

1. Students are counted as full-time and sandwich if they meet the following criteria:

   a. They are normally required to attend the college, or elsewhere, for periods amounting to at least 24 weeks within the year of programme of study; and during that time they are normally expected to undertake periods of study, tuition or work experience which amount to an average of at least 21 hours per week.

   b. A full-time fee is chargeable for the course for the year. These include:

      i. Regulated £1,125 for undergraduates and students registered for a PGCE.

      ii. Regulated £550 for undergraduates on courses provided in conjunction with overseas institutions that are not SOCRATES/ERASMUS exchanges, where study at the college is for less than 10 weeks.

      iii. Regulated £0 (nil) for undergraduates who are on full-year outgoing SOCRATES/ERASMUS exchanges.

   In some individual cases all or part of the fee may be waived.

2. The guided learning hours should not be used in isolation to determine how many hours each week a student spends studying. All guided learning hours count towards this total, but it is expected that HE students will spend a significant amount of time each week in self-led individual learning, and an estimate of this time should also be included.

3. This category includes all full-time, sandwich and language year abroad students, other than those falling within the definition of 'Full-time sandwich year-out' given below.

Full-time sandwich year-out

4. A student is counted as sandwich year-out if their programme of study includes a period of work-based experience and they meet both the following criteria:

   a. They are on a course that falls within the definition of sandwich in Regulation 5(2) of The Education (Student Support) (No. 2) Regulations 2002 (SI 2002 No. 3200). (This includes language year abroad courses where the year abroad is spent working.)

   b. The fees for the year of programme of study are either those described in paragraphs (c) or (f) of Regulation 11(1) of the above regulations, or approximately half of the fees that would be charged if the student were full-time.

Part-time

5. A student is counted as part-time if the year of programme of study does not meet the requirements to be either full-time or full-time sandwich year-out.

6. In general, all students on a given course with a broadly similar pattern of activity for a given year of programme of study should be recorded as having the same mode.

7. In some cases a student's mode of study changes between years. For example, the mode of a student on a full-time 18-month course would change from full-time in year one to part-time in year two, where the second year does not have 24 weeks of study.

Students who change from full-time to part-time within a year of programme of study

8. Where it is already known that full-time students have changed or will change mode, within the year of programme of study, to become part-time students, the year of programme of study should be recorded as part-time only. Their FTE should be calculated in the usual way, by comparison with the equivalent full-time course. For example, a student who starts off as full-time but is known to be changing to part-time in the second term of the year of programme of study – studying at the same rate as a part-time student with an FTE of 0.5 per year of programme of study – should be returned on the part-time table with an FTE of 0.67. This is made up of 0.33 for the first term and 0.5 ÷ 3 = 0.17 for each of the second and third terms = 0.67 in total for the year of programme of study. More guidance on assigning student load for part-time years of programme of study can be found in Annex E.

Annex I

Level of study

Undergraduate

1. Undergraduates are students studying towards a first degree (including foundation degree), foundation degree bridging course, HND, HNC, DipHE, DipSW or CertEd.

2. Table 5 collects data on undergraduates who are aiming for a qualification below degree level, that is those aiming for HND, HNC, DipHE, DipSW or CertEd. Table 6 collects data on undergraduates who are aiming for a foundation degree or are on a foundation degree bridging course. Where students have multiple qualification aims, they should be recorded against the lower aim. For example, a student registered for an HND and a degree should be recorded as below degree level.

Postgraduate

3. Postgraduate students are registered for courses where a normal condition of entry is that entrants are already qualified to degree level. In other words, they are already qualified at level H of the Quality Assurance Agency for Higher Education (QAA) national qualifications framework.

Annex J

Long years of programme of study

1. For full-time courses, students will be classified as being on 'long' years of programme of study if either:

   a. They are normally required to attend for 45 weeks or more within the year of programme of study, or

   b. The year of programme of study includes a within-course short period of study, awarded as a summer school through an additional student numbers bidding exercise.

When determining length, students are deemed to be attending the college if they are actively pursuing full-time studies towards the qualification aim. Years of programme of study that are not long are referred to as standard length.

2. If the year of programme of study is 45 weeks or more in length because of a period of work-based study, then the year of programme of study is not counted as long.

3. For part-time courses, the distinction will depend on the length of each year for an equivalent full-time course. The number of weeks attended within the year of programme of study for part-time students is irrelevant to determining if the year of programme of study is long. The equivalent full-time course used should be the same as that used in calculating the FTE.

4. For undergraduate students, long courses will typically be accelerated programmes where the qualification aim is achieved in a much shorter period than is normal for that qualification aim.

5. For postgraduate students, most long courses will be for higher degrees.

Example 1

6. A full-time one-year course has a 30-week year of programme of study; the equivalent part-time course lasts for two years, each with a 45-week year of programme of study. The part-time course would not be long. Conversely, if each year of the part-time course lasts for 30 weeks, but the year of programme of study for the full-time course is 45 weeks, then the part-time course is classified as long. The FTE for the part-time course would be 0.5 in both cases.

Example 2

7. A student completes a two-year full-time foundation degree and then chooses to undertake a foundation degree bridging course over the summer in order to enrol full-time on the third year of an honours degree. In this case both years of the foundation degree and the third year of the honours degree should be recorded as standard length, and the foundation degree bridging course should be recorded separately as a stand-alone part-time course.

The FTE would be 1, 1, 0.3 and 1 respectively.

Mixed length courses

8. In some cases a full-time course may have one or more years of programme of study which are long, with one or more standard length years. When determining which load to return as long for the equivalent part-time course, the following two principles should be applied:

a. The FTE over the entire course should be identical to that of the full-time course.
b. The proportion of the FTE recorded as long should be the same on both the full-time and part-time programmes.

Example

9. A two-year full-time course has year one long and year two standard length. The equivalent part-time course runs over four years. The student should be recorded as long for the first two years and as standard for the remaining two. The FTE would be 0.5 in each of the four years.

Annex K

Table descriptions

Tables 1, 2 and 3 – Student counts and FTEs

1. Tables 1, 2 and 3 correspond to the three modes of study defined in Annex H. These tables are mutually exclusive, and taken together should sum to the total number of students who are countable for the academic year.

Table 4 – Home and EC fees

2. The data returned in Table 4 must match the home and EC data returned in Columns 1 and 2 of Tables 1, 2 and 3. Table 4 contains the number of home and EC students only, for all modes as defined in Annex H, split between those countable on or before 1 November 2003, and those expected to become countable between 2 November 2003 and 31 July 2004. Island and overseas students should **not** be returned on Table 4.

3. When determining the level of fee, the entire tuition fees for a whole year, excluding bench, examination or validation fees, should be returned – irrespective of who pays them. For example, a full-time student on a first degree would normally be recorded against the £1,125 heading, even if the student pays £200 and the SLC pays the remaining £925.

Table 5 – Student counts for provision leading to qualifications below degree level

4. The data returned in Table 5 are a subset of the undergraduate data collected in Columns 1 and 2 of Tables 1, 2 and 3. Table 5 contains counts of students, split between those countable on or before 1 November 2003, and those expected to become countable between 2 November 2003 and 31 July 2004, who are aiming for qualifications below degree level, for all modes as defined in Annex H. Foundation degrees and foundation degree bridging courses should not be returned in this table, but in Table 6.

5. Provision below degree level comprises HND, HNC, DipHE, DipSW and CertEd courses. Where students have multiple qualification aims that are not independent, they should be recorded against the lower aim. For example, a student registered for an HND and a degree should be counted on this table.

Table 6 – Student counts and FTEs for foundation degrees and foundation degree bridging courses

6. The student counts returned in Table 6 are a subset of the undergraduate data collected in Columns 1, 2 and 5 of Tables 1 and 3. Table 6 contains the student counts for all modes and FTEs for part-time students, split between those countable on or before 1 November 2003, and those expected to become countable between 2 November 2003 and 31 July 2004, for students on foundation degrees and foundation degree bridging courses.

7. Students should only be recorded with a qualification aim of a prototype or

non-prototype foundation degree if they are on a two-year full-time HE course, or the part-time equivalent, which has been validated by an HEI as a 'foundation degree'. Colleges are expected to have incorporated the core features set out in the foundation degree prospectus, HEFCE 00/27. Prototype foundation degrees are those programmes which were awarded development funds in December 2000, and are listed in Annex B of HEFCE 01/40. All other foundation degrees should be returned as non-prototype.

8. Students should only be recorded against a foundation degree bridging course if they aim to complete a foundation degree bridging course that is countable for 2003-04. Foundation degree bridging courses are taken after completing a foundation degree to enable students to join the final year of an honours degree. A more detailed description is in Annex D, paragraphs 32 and 33.

Annex L

Descriptions of columns in tables

1. All numbers returned on all tables should be student counts, **apart** from where FTEs are required in Column 4a on Table 3 and where explicitly identified on Table 6.

Tables 1, 2 and 3 – Student counts and FTEs

2. Column 1: Number of students countable between 1 August 2003 and 1 November 2003 inclusive. If a student has been classified as a non-completion for the countable year of programme of study (as defined in Annex D, paragraphs 16-22) on or before 1 November 2003, they should not be returned at all.

3. Column 2: Number of students expected to become countable between 2 November 2003 and 31 July 2004 inclusive. Colleges should make sure that estimates included in this column are made on a reasonable basis, and that supporting evidence for the assumptions is kept for audit purposes. Students on non-standard academic years should not generally be shown here. See Annex D, paragraphs 12-15.

4. Column 3: Number of students who will fail to complete after 1 November 2003. This is an estimate of the number of students that have been returned in Columns 1 and 2 but who will not complete their year of programme of study, according to the definition given in Annex D, paragraphs 16-22. Numbers of non-completions should be entered as negative values in the workbook. Colleges should ensure that these estimates are supported by historical data – see Annex R for details about common errors made in the estimation of non-completions discovered as part of our audit of HESES02.

5. Column 4: Estimated total completions for the year. This is the sum of the first three columns; the addition will be carried out automatically in the workbook. This is an estimate of the number of students whose activity is countable in the academic year and who complete the year of programme of study.

6. Column 4a (Table 3 only): Assumed FTE for the academic year. This is the sum of the FTEs for the whole year of programme of study for the students returned in Column 4.

7. Column 5: Number of new entrants. This is all students returned in Columns 1 and 2 who are on the first year of a course. This will include students re-sitting the first year of a course, but will exclude students entering the second, or later, year of a course directly. A definition of new entrants is included in Annex D.

8. Column 6: Students wholly or partially franchised-out or part of a HEFCE-recognised funding consortium. This is all home and EC fundable students returned in Columns 1 and 2 who are wholly or partially franchised-out, or who are part of a HEFCE-recognised funding consortium where the college is the lead institution (see Annex B), broken down by the type of institution involved. Students should only be recorded as franchised-out to 'Other inst.' where we have given approval for the franchising arrangement for the specific programme of

study. The student count, and not the proportion of the year of study franchised, should be returned where the student is partially franchised-out.

9. When determining whether a student is wholly or partially franchised-out, the franchise arrangement for the year of programme of study and not the whole course should be used. For example, a student on a two-year course, which is franchised-out for the whole of the first year only, would be returned as wholly franchised-out for the first year and not included in the franchised-out column in the second year. A student on a two-year course which is franchised-out for six months in each of the two years would be returned as partially franchised-out in each year.

10. The number of countable years returned for students who are part of a consortium should only be for HEFCE-recognised funding consortia, as defined in Annex B, paragraphs 13 and 14. All other collaborative arrangements should be returned as franchises.

Table 4 – Home and EC student fees

11. Table 4 collects information about tuition fees for home and EC students included within Columns 1 and 2 of Tables 1, 2 and 3. In general, fee levels are an attribute of the course, not of the individual student. This means, for example, that a student who is on a course designated for student support purposes, but who is not personally eligible for a grant for fees payable by the SLC, should still be returned against the appropriate regulated fees category. Students on pre-registration courses for which an NHS bursary may be payable, those on outgoing SOCRATES/ERASMUS full-year exchanges, and students on foundation degree bridging courses should be identified separately.

12. Regulated fees are those defined in Regulation 11 of the Education (Student Support) (No. 2) Regulations 2002 (SI 2002 No. 3200). They can be found on the HMSO web-site – www.hmso.gov.uk, under Legislation/United Kingdom/Statutory Instruments. In general, the fees are:

a. Regulated £1,125 – full-time and sandwich undergraduate courses (where the student is not on their year-out) and full-time PGCE courses.
b. Regulated £550 – undergraduates following full-time and sandwich courses who are on their sandwich year-out, students on a non-SOCRATES/ERASMUS study-related year abroad and part-time ITT courses.
c. Regulated £0 (nil) – outgoing SOCRATES/ERASMUS full-year exchange students only.

Also identified separately on Table 4:

d. NHS bursaried courses – students on pre-registration courses for which an NHS bursary may be payable.
e. Foundation degree bridging courses – students on a foundation degree bridging course.

13. Students should be returned under the fee level 'Non-regulated' where the course the student is studying for is not designated under Regulation 5 of the Education (Student Support) Regulations.

Part-time or postgraduate students subject to regulated fees

14. The only part-time students who should be recorded as being subject to regulated fees are those:

a. On part-time ITT courses, such as first degrees leading to QTS, PGCEs and CertEds.
b. Attending the final year of a designated course which is ordinarily completed in less than 15 weeks.
c. Attending the final year of a designated course which is ordinarily completed in 15 weeks or more but less than 24 weeks.

In cases b and c, the students should be recorded as subject to regulated £550 fees and regulated £1,125 fees respectively.

15. Part VIII of the Education (Student Support) (No. 2) Regulations 2002 makes provision for the support of students attending 'designated part-time courses' of HE, through a £500 loan. Students on such part-time courses should still be returned under 'non-regulated' fees, as these courses are not explicitly designated under Regulation 5.

16. The only postgraduate students who should be recorded as being subject to regulated fees are those on a full-time or part-time PGCE. Such students should be recorded as subject to the regulated £1,125 or regulated £550 fees, respectively.

17. Column 1: Number of home and EC students countable between 1 August 2003 and 1 November 2003 inclusive. The column is broken down by mode of study as defined in Annex H.

18. Column 2: Forecast of number of home and EC students expected to become countable between 2 November 2003 and 31 July 2004 inclusive. The column is broken down by mode of study as defined in Annex H.

Table 5 – Student counts for provision leading to qualifications below degree level

19. Only student counts on programmes leading to qualifications below degree level should be recorded here. These are described in more detail below. Foundation degrees and foundation degree bridging courses should be recorded in Table 6, not Table 5.

20. Qualifications below degree level comprise HNDs, HNCs, DipHEs, DipSWs and CertEds. HNDs and HNCs should be returned against the appropriate row on the table. DipHEs, DipSWs and CertEds should be included in 'Other'.

21. Column 1: Number of students countable between 1 August 2003 and 1 November

2003 inclusive. This is a subset of the undergraduates included in Column 1 of Tables 1, 2 and 3. The column is broken down by mode of study as defined in Annex H.

22. Column 2: Forecast of number of students expected to become countable between 2 November 2003 and 31 July 2004 inclusive. This is a subset of the undergraduates included in Column 2 of Tables 1, 2 and 3. The column is broken down by mode of study as defined in Annex H.

Table 6 – Student counts and FTEs for foundation degrees and foundation degree bridging courses

23. Only student counts and FTEs which are for provision leading to a foundation degree or foundation degree bridging course should be recorded here. These are explained in more detail below.

Foundation degrees

24. Foundation degrees are split into prototype and non-prototype foundation degrees. Prototype foundation degrees are those programmes which were awarded development funds in December 2000, and are listed in Annex B of HEFCE 01/40.

Foundation degree bridging courses

25. Foundation degree bridging courses are part-time stand-alone courses which are taken after completing a foundation degree, in order to proceed on to the third year of an honours degree course. See Annex D, paragraphs 32 and 33.

26. Column 1: Counts for full-time and sandwich and part-time students and FTEs for part-time students countable between 1 August 2003 and 31 July 2004 inclusive. The student counts are a subset of the undergraduate data included in Columns 1 and 2 of Tables 1 and 3.

27. Column 2: Counts for full-time and sandwich and part-time new entrants, and FTEs for part-time new entrants, defined as those who are on the first year of a course (see Annex D). These are subsets of the student count and FTEs returned in Column 1 of this table. The student counts are also a subset of the undergraduate new entrants included in Column 5 of Tables 1 and 3.

28. The FTE should reflect the total FTE for the student counts in this table even where the student does not complete all of the year; that is, it should not be reduced to reflect non-completions. This differs from the FTEs returned in Column 4a of Table 3.

Annex M

Links between the ILRF04 and HEIFES03 data

1. We will use the July 2003-04 ILRF04 to monitor data returned on HEIFES03. The mapping in this annex is for information only, and details the methods we intend to adopt when re-creating HEIFES03 data with the ILRF04 data supplied to the LSC. We do not anticipate changing this mapping substantially for the HEIFES03 re-creation.

2. If we find, either through the reconciliation with ILR data or any data audit, that institutions have received higher allocations than they should have done, then the funding for those institutions will be reduced accordingly.

3. Paragraphs 5-19 briefly describe the methods that are likely to be used to generate the key dimensions of the HEIFES03 re-creation. These are described in more detail in Annex B of HEFCE 2003/21, however we summarise them here to reflect the changes in field codes resulting from the introduction of the ILR.

4. Paragraphs 20-36 describe in detail changes to the algorithm since HEFCE 2003/21.

Selection of records

5. Our initial selection of records from the July 2004 ILRF04 will be based on all students who have a recognised HE learning aim as identified from the LSC Learning Aim Database. This is shown in more detail in the table in paragraph 18.

The HEIFES03 student population

6. The following students will be excluded from the HEIFES03 population:

Specifically excluded	H14 = 99 or H15 = 99 or H16 = 9
Students not actively pursuing studies	A31 < 1/8/03 or A27 > 31/7/04

Students not generating countable years	
Students on the first year of study of a non-standard academic year	A27 > 31/7/03 and H13 = 2, 3
Withdrawals before 1 November – standard academic years	A31 < 2/11/03 and H16 = 2 and H13 = 1
Withdrawals before 1 November – non-standard academic years	A31 < 2/11/03 and A31 < anniversary of A27 and H16 = 2 and H13 = 2, 3, 4, 5.
Low FTE	H17 < 3

Classification of students

7. The mode of study will be determined by:

Full-time and sandwich	H14 = 01
Sandwich year-out	H14 = 02
Part-time	H14 = 03

8. The level of study will be determined by:

Undergraduate	H15 = 10, 11
Postgraduate	H15 = 20, 21, 30, 31

9. Students will be classified as on a long year of programme of study if H15 = 11, 21, 31.

10. Fundability and residential status will be determined by:

HEFCE-funded	A11 = 001
Independently-funded	A11 = 002
Island and overseas	A11 ≠ 001, 002 and L24 ≠ EC country
Non-fundable	Any not included above

11. Students will be allocated to price groups based on information contained in the three learndirect code fields on the Learning Aim Database. Each learndirect code field will be mapped to a price group according to the mapping in Annex G. The student will be split between price groups using the proportions given in fields H33, H34 and H35. INSET (QTS) students will be identified by A11 = 025. ITT(QTS) will be identified by institution specific algorithms.

Allocation to Columns 1, 2 and 3

12. Students will be treated as being on standard years of programme of study where H13 = 1. All other students will be treated as being on non-standard years of programme of study.

13. Students on standard years of programme of study will be counted on A27 and its anniversary.

14. Students on non-standard years of programme of study will be counted on 1 August each year except where H13 = 2, 3 and A27 > 31/7/03.

15. Students generating two countable years in their final year of programme of study will be counted on 1 August and additionally on the anniversary of A27 where H13 = 1 and A27 < 1/8/03 and A31 < 1/8/04 and A31 > anniversary of A27 in the 2003-04 academic year, and H13 = 2, 3, 4 in the 2002-03 academic year.

16. Students are assigned to Column 2 if:

a. Standard academic year: A27 > 1/11/03 or anniversary of A27, and A31 < 1/8/04, or

b. Non-standard academic year: H13 = 2, 5 and A31 < 1/8/04 and A31 > 31/7/03 and A31 > anniversary of A27 in the 2003-04 academic year.

17. Students will be classified as a non-completion where H16 = 2. Where this is the case, students will be included in Column 3 if H13 = 1, or if H13 = 2, 3, 4, 5 and A31 < anniversary of A27 in the 2003-04 academic year.

Home and EC fee information

18. The fee level will be determined by:

NHS bursaried courses	H20 = 31 or (H20 = 81 and learndirect1 = PB, PF, PH, PJ)
£1,125	H19 = 01
£550	H19 = 02
£0	H19 = 03
Non-regulated	All other students

Recognised courses of HE

19. The Learning Aim Database will be used to identify students on recognised courses of HE. The following table gives a mapping from the Learning Aim Database to the courses listed in Annex D. Awarding body data is also used to identify whether the course is a recognised body (see Annex C for further details on recognised bodies).

Identification of learning aims via the Learning Aim Database application		**Identification of learning aims using the underlying data in the Learning Aim Database**	
Learning aim	**England specific level**	**LEARNING_ AIM_TYPE_ CODE**	**ENGLAND_FE_HE_ STATUS_CODE**
First degree:			
BA, BEng, BMus, BSc, First degree, BPhil, LLB, BPA, BEd	Higher	9000, 9107, 0394, 9002, E007, 1406, 1407, 1408, 1409	H
Higher degree:			
MHort, MA, MBA, MMus, MSc, Higher	Higher	9100, 2001, 9109, 0393, 9101, E008,	H

degree, PhD, Med, DClin		1411, 1410, 1412	
DipHE: Diploma of Higher Education (DipHE)	Higher	9112	H
DipSW: Diploma of Social Work (DipSW)	Higher	1427	H
PGCE: PGCE	Higher	9103	H
Postgraduate diploma: Postgraduate diploma	Higher	0125	H
Advanced diploma (postgraduate)	Higher	0126	H
HND: HND	Higher	0032	H
HNC: HNC	Higher	0031	H
CertEd: Certificate of Education (CertEd)	Higher	9111	H
Foundation degree: Foundation degree	Higher	9110	H
Foundation degree bridging course: Institutional Undergraduate Credits	Higher	9113	H
Specifically approved course	Higher	Institution specific	H

Linking of programmes of study between years

20. Linking between years will be introduced this year to include the three academic years 2001-02 to 2003-04.

21. Using the fields A01, A02, A03, A05, H09, we will in certain cases link ILR data between 2001-02, 2002-03 and 2003-04 where we believe this will improve approximations between the two data sources. A link will be attempted for the following students:

a. Students generating two countable years in the final academic year.
b. Non-standard academic year programmes of study of less than four years in duration in the final academic year where the FTE for each year of programme of study is split over two ILR returns.
c. Students that study for an integrated foundation year.

Derived field FOU_LINK

22. FOU_LINK is a new derived field which will indicate whether the programme of study included a foundation year at HE level (year 0).

23. This field will indicate whether linking between years has identified that the programme of study contained an integrated foundation year at HE level (year 0).

Value	Description	Definition
1	Programme of study contains an integrated foundation year	2001-02, 2002-03 or 2003-04 ILR data H18 = 00
0	Otherwise	Any not included above

Derived field YEARONE

24. This field will indicate whether a student is a new entrant as defined in HEIFES03. The table below shows the inclusion of integrated foundation years at HE level (year 0) as new entrants.

Value	Description	Definition
1	New entrant	(H13 = 1 and ((H18 = 01 and FOU_LINK = 0) or (H18 = 00 and FOU_LINK = 1))) or (H13 = 2, 4, 5 and ((H18 = 02 and FOU_LINK = 0) or (H18 = 01 and FOU_LINK = 1)))
0	Otherwise	Any not included above

Derived field ATT_LINK

25. This field uniquely indicates whether a link has been made, to improve our estimates of attributes for the first countable year, when two years of programme of study are returned.

Value	Description	Definition
1	ILR record generates two countable years of programme of study	In 2003-04 data H13 = 1 and A27 < 1 August 2003 and A31 < 1 August 2004 and A31 > anniversary of A27 In linked 2002-03 data H13 = 2, 3, 4
0	Single countable year of programme of study generated	Otherwise

Derived field FDBRIDGE

26. This field indicates whether the learning aim is a foundation degree bridging course.

Value	Description	Definition
1	Foundation degree bridging course	LEARNING_AIM_TYPE_CODE = 9113
0	Not a foundation degree bridging course	Otherwise

Derived field STUBID

27. This field uniquely identifies years of programme of study where a student generates two countable years of programme of study.

Value	Description	Definition
1	First countable year of programme of study	ATT_LINK = 1
2	Second countable year of programme of study	ATT_LINK = 1
0	Otherwise	Any not included above

28. When ATT_LINK = 1 and STUBID = 1, we will use the ILR 2002-03 data to populate the following fields: A11, H13, H15, H16, H18, H19.

Derived field TAIL

29. This field indicates whether the year of programme of study is the end of a sequence of non-standard years of programme of study.

Value	Description	Definition
1	Last year of split FTE course	(H13 = 2, 5 or (STUBID = 2 and ATT_LINK = 1)) and A31 > 31 July 2003 and A31 < 1 August 2004
0	Otherwise	Otherwise

Derived field FTE_LINK

30. This field indicates whether a successful link was made to improve our estimates of FTE and price group allocations for students studying on non-standard academic years when the FTE is split proportionally across years. The link has only been made for students starting such courses after 31 July 2001 and completing them during the academic year 2003-04.

Value	Description	Definition
1	Student load from first year used in calculating HEFESFTE	In 2003-04 data TAIL = 1 In linked data H13 = 2, 3 and A27 in academic year
0	Otherwise	Otherwise

Derived field FTE_CASE

31. For non-standard academic years or when two years of programme of study are generated, the method used to calculate HEFESFTE is dependent on the following factors:

a. Length of the programme of study.
b. Number of countable years of programme of study generated in HEIFES03.
c. Whether the year of programme of study is the last or not.

32. The table below shows how we identify different cases of non-standard academic years of programme of study.

Value	Description	Definition
0	Standard academic year	H13 = 1 and ATT_LINK = 0
1	One year generated in HEIFES03 and the programme of study is in the final year and a link was made to the first year	FTE_LINK = 1 and ATT_LINK = 0
2	One year generated in HEIFES03 and the programme of study is in the final year and a link was not made to the first year	FTE_LINK = 0 and TAIL = 1
3	One year generated in HEIFES03, on a programme of study generating two, or more, years which is not the final year	FTE_LINK = 0 and TAIL = 0
	Two years generated in HEIFES03 and a link was made to the first year of programme of study	
4a	First year	FTE_LINK = 1 and STUBID = 1 and ATT_LINK = 1
4b	Second year	FTE_LINK = 1 and STUBID = 2 and ATT_LINK = 1
	Two years generated in HEIFES03 and a link was not made to the first year of programme of study	

5a	First year	FTE_LINK = 0 and STUBID = 1 and ATT_LINK = 1
5b	Second year	FTE_LINK = 0 and STUBID = 2 and ATT_LINK = 1

Derived field STULOAYY

33. This field contains the value of H17, capped at 100, from the year of linked FTE data. The year H17 is taken from is given in YRSTULOA. This field is only completed where FTE_LINK = 1.

Derived field YRSTULOA

34. This field contains the year the value in STULOAYY is taken from. YRSTULOA is the academic year of the commencement of the learning aim. For example if YRSTULOA = 2001 then STULOAYY was taken from the July 2001-02 Individualised Student Record. This field is only completed if FTE_LINK = 1.

Derived field PROP

35. This field contains the proportion of H17 that should be allocated to the second year of programme of study where two countable years are generated.
PROP = (A31 – (anniversary of A27 – 1 day) / (A31 – 31 July 2003)

Derived field AVRGLOAD

36. AVRGLOAD is the arithmetic mean of H17 for all non-standard academic years of programme of study in their first academic year, with the same H14 and learning aim type (for example first degree) at the same institution.

Derived field HEFESFTE

37. This field contains the FTE we assume for the year of programme of study in Column 4a of HEIFES03. When the year of programme of study is contained in a standard academic year and one year of programme of study is generated, HEFESFTE is taken to be H17. The table below shows the method of calculating HEFESFTE for different groups of non-standard academic years of programme of study.

FTE_CASE	HEFESFTE
0	H17
1	H17 + STULOAYY
2	H17 + AVRGLOAD
3	H17
4a	(H17 + STULOAYY) - H17 x PROP
4b	H17 x PROP

5a	(H17 + AVRGLOAD) - H17 x PROP
5b	H17 x PROP

Annex N

Validation checks

1. A number of validation checks are built into the Excel workbook. Validation cells above each column in each table in the workbook return **Validation: OK** if the data have passed validation. If data in a table fail validation, a message describing the error will be displayed below the table and the value(s) in the cell(s) causing the error(s) will turn red.

Tables 1, 2 and 3

2. For each column, the total for each level – excluding students in the ITT (QTS) and INSET (QTS) price groups – must be a whole number (except for Column 4a on Table 3).

3. For each column, the ITT (QTS) and INSET (QTS) cells, where present, must contain whole numbers (except for Column 4a on Table 3).

4. For all cells except cells in Column 3, the value ≥ 0.

5. For all cells, Column 3 ≤ 0.

6. For each row, Column 5 ≤ Columns 1 + 2.

7. For each row, Column 6 ≤ Column 1 ((a) + (b)) + Column 2 ((a) +(b)).

8. For Table 3 only – for each row, Column 4a ≤ Column 4.

9. For Table 3 only – for each row, Column 4a + Column 4 ≥ 0.03.

10. For all cells, the value entered must be to no more than two decimal places.

Table 4

11. For each cell, the value entered must be a whole number.

12. For each level, excluding the ITT (QTS) price group, the total should equal the total in Tables 1, 2 or 3 as follows:

Table 4		**Table 1**
Column 1 (a)(i)	=	Column 1 (a) + (b)
Column 1 (a)(ii)	=	Column 1 (c)
Column 2 (a)(i)	=	Column 2 (a) + (b)
Column 2 (a)(ii)	=	Column 2 (c)
		Table 2
Column 1 (b)(i)	=	Column 1 (a) + (b)
Column 1 (b)(ii)	=	Column 1 (c)
Column 2 (b)(i)	=	Column 2 (a) + (b)
Column 2 (b)(ii)	=	Column 2 (c)

		Table 3
Column 1 (c)(i)	=	Column 1 (a) + (b)
Column 1 (c)(ii)	=	Column 1 (c)
Column 2 (c)(i)	=	Column 2 (a) + (b)
Column 2 (c)(ii)	=	Column 2 (c)

13. For each level, for the ITT (QTS) price group, the total should equal the total in Tables 1 or 3 as follows:

Table 4		Table 1
Column 1 (a)(ii)	=	Column 1 (c)
Column 2 (a)(ii)	=	Column 2 (c)
		Table 3
Column 1 (c)(ii)	=	Column 1 (c)
Column 2 (c)(ii)	=	Column 2 (c)

Table 5

14. For each column, the total for each qualification aim (excluding the INSET (QTS) price group) must be a whole number.

15. For each column, the cells in the INSET (QTS) price group must contain whole numbers.

16. For each column and price group, the total should be less than or equal to the total for undergraduate level (standard length + long length) in Tables 1, 2 or 3 as follows:

Table 5		Table 1
Column 1(a) – (i), (ii), (iii), (iv)	≤	Column 1 – (a), (b), (c), (d)
Column 2(a) – (i), (ii), (iii), (iv)	≤	Column 2 – (a), (b), (c), (d)
		Table 2
Column 1(b) – (i), (ii), (iii), (iv)	≤	Column 1 – (a), (b), (c), (d)
Column 2(b) – (i), (ii), (iii), (iv)	≤	Column 2 – (a), (b), (c), (d)
		Table 3
Column 1(c) – (i), (ii), (iii), (iv)	≤	Column 1 – (a), (b), (c), (d)
Column 2(c) – (i), (ii), (iii), (iv)	≤	Column 2 – (a), (b), (c), (d)

17. For all cells, the value entered must be to no more than two decimal places.

18. For all cells, the value ≥ 0.

19. For each column, the combined total by price group of the corresponding cells in Tables 5 and 6 should be less than or equal to the equivalent cells in Tables 1 or 3 as follows:

Tables 5+6		Table 1
Table 5, Column 1(a) – (i)+(ii), (iii), (iv) plus Column 2(a) - (i)+(ii), (iii), (iv) plus Table 6 Column 1(a) – (i), (ii), (iii)	≤	Column 1 – (a)+(b), (c), (d) plus Column 2 – (a)+(b), (c), (d)
		Table 3
Table 5, Column 1(c) – (i)+(ii), (iii), (iv) plus Column 2(c) - (i)+(ii), (iii), (iv) plus Table 6 Column 1(b) – (i), (ii), (iii) (student numbers only)	≤	Column 1 – (a)+(b), (c), (d) plus Column 2 – (a)+(b), (c), (d)

Table 6

20. For each column and level, the total must be a whole number.

21. Each cell in Column 2 must be less than or equal to the equivalent cell in Column 1.

22. The total student numbers returned against 'bridging course' in Column 1, for home and EC students only, should be equal to the total returned against Foundation Degree bridging course in Columns 1 and 2 of Table 4.

23. For all cells, the value ≥ 0.

24. For each column, the total should be less than or equal to the total in Tables 1 or 3 as follows:

Table 6		Table 1
Column 1(a) – (i), (ii), (iii)	≤	Column 1 – (a)+(b), (c), (d) plus Column 2 – (a)+(b), (c), (d)
Column 2(a) – (i), (ii), (iii)	≤	Column 5 – (a)+ (b), (c), (d)
		Table 3
Column 1(b) – (i), (ii), (iii)	≤	Column 1 – (a)+(b), (c), (d) plus Column 2 – (a)+(b), (c), (d)
Column 2(b) – (i), (ii), (iii)	≤	Column 5 – (a)+(b), (c), (d)

25. For all cells, the value entered must be to no more than two decimal places.

26. For each column, the combined total by price group of the corresponding cells in Tables 5 and 6 should be less than or equal to the equivalent undergraduate cells in Tables 1 and 3 as in paragraph 19 above.

27. For each row, Column 1 (b) FTE ÷ Column 1 (b) student numbers ≥ 0.03.

28. For each row, Column 2 (b) FTE ÷ Column 2 (b) student numbers ≥ 0.03.

Annex O

Workbook notes

1. Workbooks with spreadsheet versions of the tables in Annex P will be available for download by colleges in November 2003. College principals and HEIFES contacts will be issued with an organisation key (unique to your organisation) and a HEIFES03 group key (unique to the HEIFES03 survey) in November to access the workbook through a secure web-site, https://extranet.hefce.ac.uk.This year, for the first time, colleges will upload the completed workbook to the same web-site.

2. On viewing the welcome screen you will be asked to log in or register for access to the site. The first time that you visit, you must register. This involves typing in your e-mail address, your organisation key, your HEIFES03 group key and setting a password (at least six characters long). Whenever you visit the site after registration, you will only need to enter your e-mail address and password. Full details on how to use the site, your organisation and HEIFES03 keys will be in the letter to be sent to college principals and HEIFES contacts in November.

3. You can then download the blank HEIFES03 template, and save it somewhere on your system (the template cannot be completed online).

4. The workbook is in Excel 97 format and called HEI___.xls, where the suffix identifies the college. The workbook will contain six worksheets for completion, each with the same suffix as the workbook. These are as follows:

Name of worksheet	HEIFES03 tables
FTS___	Full-time and sandwich data. Table 1.
OUT___	Sandwich year-out data. Table 2.
PT___	Part-time data. Table 3.
FEE___	Home and EC fees data. Table 4.
SUB___	Data on qualifications below degree level. Table 5.
FD___	Data on foundation degrees and foundation degree bridging courses. Table 6.

5. We do not expect that all colleges will have data to return in all tables. If colleges have no data in a particular table, then the table should be left blank (as on the original worksheet). Do not delete any tables or worksheets.

6. All labels and table formats will be protected. Colleges must not attempt to alter the format of the worksheets by adding or deleting columns or rows. Only cells where data are required should be altered. Worksheets contain information critical to accurate loading of the data; it is essential that this is preserved.

7. The following cells contain formulae and must not be edited:

- column totals on all tables
- totals by level on Tables 1, 2, 3 and 4
- totals by qualification aim on Tables 5 and 6
- cells relating to the FTE of foundation degree bridging courses on Table 6
- Column 4 on Tables 1, 2 and 3.

8. Each worksheet contains a number of validation checks; these are listed in Annex N. Colleges should ensure that their data pass all validation checks before uploading them.

9. All worksheets returned should have the same name and format as those originally supplied. All worksheets in the workbook should be returned even if they contain no data.

10. Completed returns should be uploaded to the secure web-site no later than Tuesday 25 November 2003. We will confirm receipt of all submissions.

Annex P

Sample tables (see separate download)

Annex Q

HEIFES03 fundamentals

1. This annex is a summary of the HEIFES guidance and should be used in conjunction with the other annexes.

Which students are in the HEIFES population?

2. A definition of the HEIFES population is in Annex B. The population includes students who meet all of the following criteria:

   a. They are actively pursuing studies with the college for at least part of the academic year 2003-04. This includes outgoing exchange students.

   b. They are studying towards a recognised HE qualification aim.

   c. They have an individual record returned on the LSC ILR.

   d. They are not being returned on any other institution's HEIFES or HESES return for that year of programme of study.

3. Students spending most of their time for the whole course outside the UK should not generally be included in the population.

Are they countable on this year's HEIFES?

4. A student within the HEIFES03 student population must meet the following criteria to be counted:

   a. A tuition fee is charged for the course (the fee may be waived).

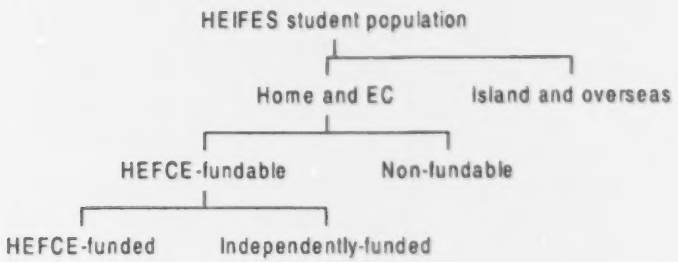
   b. The FTE for the year of programme of study is at least 0.03.

   c. The student is not writing-up for the whole of the year.

5. Students on standard academic years are counted at the start of each year of programme of study. Students on non-standard academic years are counted on 1 August of each academic year in which they have activity except the first. See Annex D.

What is their fundability status?

6. Annex F provides the strict definitions on residential and fundability status. In HEIFES, students are disaggregated between home and EC, and island and overseas. Home and EC students are disaggregated between HEFCE-fundable and non-fundable. HEFCE-fundable students are then further disaggregated between HEFCE-funded and independently-funded. This hierarchy is shown in the diagram below.



Home and EC; island and overseas

7. Island and overseas students are generally those from the Channel Islands, Isle of Man or from outside the EC. They are not included in any of our funding allocations or student number targets for 2003-04. Students who are not island and overseas are home and EC.

HEFCE-fundable; non-fundable

8. The three main categories of home and EC non-fundable students are those who are:

a. Funded from another EC public source: for example, the Department of Health, the Modern Apprenticeship scheme or the TTA, or from European grant such as the ESF. In some cases, where the public funding does not cover HEFCE standard resource rates, a proportion of the students on the course may be returned as fundable, as long as the students are not excluded for other reasons – see paragraphs 6a, 6c and 6d of Annex F.

b. On closed courses, which are not open to any suitably qualified candidate. This will cover, for example, courses which are provided solely for the employees of particular companies.

c. On courses which are franchised-out to an organisation which is neither an HEI nor an FEC, unless we have given specific approval to include them as fundable.

9. Non-fundable students are only included in our calculation of average fee rates per student FTE; these are used to inform assumed resource. Home and EC students who do not meet the definition of non-fundable are HEFCE-fundable.

HEFCE-funded; independently-funded

10. Colleges may choose to record home and EC HEFCE-fundable students as independently-funded, if they receive sufficient funding from non-public sources to cover the HEFCE standard resource level for the particular category of student. Independently-funded students are not included in our calculations of standard and assumed resource, but do still count towards FTE targets for funding conditional upon delivery of growth. In general, the declaration of eligible students as independently-funded will only benefit colleges that are currently under-resourced from public funds (below the ±5 per cent tolerance band around standard resource), as an aid to migration. We expect very few students at FECs to meet the eligibility criteria for inclusion as independently-funded. Colleges that record such students may be asked to provide evidence that they meet the criteria. Home and EC-fundable students that the college chooses not to record as independently-funded are HEFCE-funded.

Is the qualification aim a recognised HE qualification?

11. Recognised HE qualifications comprise HNCs, HNDs, DipHEs, DipSWs, first degrees (including foundation degrees), foundation degree bridging courses, higher degrees, PGCEs and CertEds, where they are awarded by a recognised body. Not included are professional qualifications, Certificates in Higher Education and Certificates of Management, NVQs and

free-standing foundation years. See Annex C.

What is considered a non-completion?

12. A student who fails to complete (that is, undergo the final assessment of, or pass) any module within the year of programme of study is to be returned as a non-completion for all activity in that year. See Annex D, paragraphs 15-19.

How are students classified into mode?

13. Students are classified into either full-time and sandwich, sandwich year-out or part-time according to the definitions in Annex H. Students following the same course with the same pattern of activity should generally be returned with the same mode.

a. Full-time and sandwich students will be on a course where they are usually required to attend for at least 24 weeks, 21 hours a week for the year of programme of study, and a full-time fee is chargeable for the year (even if it is waived).
b. Sandwich year-out students are those on sandwich courses as defined in Regulation 5 of the Education (Student Support) (No. 2) Regulations 2002 (SI 2002 No. 3200), who are on their year out.
c. Part-time students are all other students. This includes HNC students who are expected to complete in one year, but whose course is not subject to regulated fees.

How are students classified into level?

14. Undergraduates are students studying for a first degree (including foundation degree), foundation degree bridging course, HNC, HND, DipHE, DipSW or CertEd. Provision below degree level comprises HNC, HND, DipHE, DipSW and CertEd. Postgraduate qualifications (higher degrees and PGCEs) are those where the normal condition of entry is a qualification at degree level (that is, the student is already qualified at level H of the QAA national qualifications framework).

What counts as a long year of programme of study?

15. For full-time courses, the year of programme of study is returned as long if:

a. The students are normally required to attend for 45 weeks or more within that year of programme of study, or
b. The year of programme of study includes a within-course short period of study, awarded as a summer school through an additional student numbers bidding exercise and explicitly notified by HEFCE.

16. For part-time courses, the distinction depends on the length of each year for an equivalent full-time course. See Annex J.

Which price group should the student be returned under?

17. The price group a student is returned under depends on the learndirect code of the course they are on. Learndirect codes can be found on the LSC Learning Aim Database. The mapping in Annex G between learndirect code and price group should be used to find the price group a student is returned under. If there is no learndirect code for a particular course, or the college thinks that the wrong learndirect code has been assigned, it should contact the LSC funding and statistics support desk in the first instance. Special arrangements are made for students on ITT and INSET courses (see Annex G).

How should students be returned on Table 4, the fee table?

18. Generally, full-time undergraduates (including those aiming for a qualification below degree level) and PGCEs are subject to the regulated £1,125 fee; part-time ITT students, sandwich year-out students and language year abroad students are subject to the regulated £550 fee. Only full-year outgoing exchange students on SOCRATES/ERASMUS exchanges should be returned with a regulated fee of £0. Most postgraduates and part-time students are not subject to regulated fees and should be returned with a fee level of 'Non-regulated', regardless of what they actually pay. See Annex L, paragraphs 11-16.

How is the FTE calculated for part-time students?

19. The FTE for a part-time course is calculated by comparing the number of years, or terms, taken to achieve the qualification, compared with an equivalent full-time course, as shown in the FTE table in Annex E. For example, if an HND is studied over four years part-time, and the usual full-time HND is studied over two years, then the FTE of the part-time student is 0.5 in each year of programme of study. This gives a total FTE of 2 for the whole course, the same as the full-time course.

Which tables should be completed?

20. All full-time students should be returned on Table 1, the full-time table, whatever HE level they are studying at. Students studying for qualifications below degree level should be included in the undergraduate row. Similarly, all sandwich year-out and all part-time students should be returned on Tables 2 and 3 respectively.

21. All home and EC students returned in Columns 1 and 2 of Tables 1, 2 and 3 should also be returned on the fee table, Table 4, even if every student is recorded as having a fee level of 'Non-regulated'. Island and overseas students should **not** be included in Table 4.

22. Table 5 should be completed if the college has students studying for qualifications below degree level, and should contain a subset of the undergraduate students returned in Columns 1 and 2 of Tables 1, 2 and 3.

23. Table 6 should be completed if the college has students studying for foundation degrees or foundation degree bridging courses, and should contain a subset of the students

returned in Columns 1, 2 and 5 of Tables 1 and 3.

Which columns should be completed?

Tables 1, 2 and 3

24. The main HEIFES tables, Tables 1, 2 and 3, ask for:

- Column 1: Student data as at the HEIFES census date (1 November). Students who have withdrawn prior to 1 November are excluded (although students who have completed before this date are included)
- Column 2: Forecast data after the HEIFES census date (2 November to 31 July)
- Column 3: Forecast non-completions (after 1 November). These are recorded as negative values
- Column 4: Estimated completions for the year – the sum of the previous three columns
- Column 4a (Table 3 only): FTE of estimated part-time completions.

25. Column 4 of Tables 1 and 2 and Column 4a of Table 3, HEFCE-funded data, are used in our resource calculations. Column 4 of Tables 1 and 2 and Column 4a of Table 3, HEFCE-fundable data, are used in monitoring against the FTE targets for funding conditional upon delivery of growth.

26. Students who follow standard academic years should normally be returned in Column 1. Where it is known that a student will start their course late (after 1 November), but that they intend to catch up with the rest of the students on the course which follows a standard academic year, the student should also be included in Column 1. Students who are on courses which start after 1 November, but the year of programme of study for the course finishes before the end of the academic year, should be returned in Column 2.

27. Students who follow non-standard academic years should also be returned in Column 1. However, they will be counted on 1 August in each academic year in which they have activity except the first. For example, if a student starts a two-year course in December 2002, with each year of programme of study running from December to November, they will be counted at 1 August 2003 (on HEIFES03) and at 1 August 2004 (on HEIFES04). They will not have been counted on HEIFES02. They are counted twice, once for each year of programme of study. We would not usually expect to see any students following non-standard academic years returned in Column 2. See Annex D for further explanation.

28. An estimate of students who will not complete the year of programme of study after 1 November 2003 should be returned in Column 3. The estimate should be based on past experience of non-completions. Negative numbers should be returned in this column.

29. Column 4 is calculated in the tables and is the sum of Columns 1, 2 and 3.

30. On the part-time table, Table 3, only the FTE of the students in Column 4 should be returned in Column 4a. For example, if there are 10 students in Column 4, five who have an

FTE of 0.5 and five who have an FTE of 0.3 then $(5 \times 0.5 + 5 \times 0.3) = 4$ should be returned in Column 4a.

31. New entrants (a subset of the students returned in Columns 1 and 2) should be returned in Column 5. A definition of new entrants is in Annex D, paragraph 23.

32. The numbers of students wholly franchised-out and partially franchised-out should be returned in Columns 6(a) and 6(b). Column 6(c) can only be completed by lead institutions of HEFCE-recognised funding consortia. Again, the data in this column are a subset of the data in Columns 1 and 2.

Tables 4, 5 and 6

33. Home and EC students who have been returned in Columns 1 and 2 of Tables 1, 2 and 3 should also be returned in Columns 1 and 2, respectively, of Table 4, under the appropriate mode of study.

34. Students studying for qualifications below degree level who have been returned in Columns 1 and 2 of Tables 1, 2 and 3 should also be returned in Columns 1 and 2, respectively, of Table 5, under the appropriate mode of study.

35. Students studying for foundation degrees or foundation degree bridging courses who have been returned in Columns 1 and 2 of Tables 1 and 3 should also be returned in Column 1 of Table 6, again under the appropriate mode of study. Column 2 of Table 6, referring to new entrants, is a subset of Column 5 of Tables 1 and 3.

36. Examples of completed HEIFES tables are on the HEFCE web-site under Questions/HEIFES FAQs.

When the tables have been completed

37. Each worksheet contains a number of validation checks. If an error or inconsistency is detected in a completed worksheet, a message reading **Validation: Failure (see below table)** will appear above the column in the table in which there is a validation failure, and the value in the cell which is causing the error will turn red. Below the table, the error will be described in more detail. These errors must be corrected before submitting the tables to HEFCE. If the error cannot be identified, colleges should send an e-mail to heifes@hefce.ac.uk. The validation checks are described in more detail in Annex N.

Annex R

Audit of HEIFES02

1. We carried out audits of the HEIFES data returns from a number of colleges during 2003. Common errors made by colleges in completing the HEIFES survey last year and problems encountered during the audits are listed below:

- Column 2 on Tables 1, 2 and 3 was filled in incorrectly (see paragraphs 2-6 below)
- students were attributed to incorrect price groups (see paragraphs 7-10)
- colleges filled in the FTE column on the part-time table, Table 3, incorrectly (see paragraphs 11 and 12)
- colleges did not estimate non-completions reasonably (see paragraphs 13-16)
- monitoring of students' engagement with the courses they were enrolled on were not being maintained throughout the year, and reconciliation between this monitoring and the student record system was not carried out (see paragraph 17)
- students were included in the HEIFES return who had withdrawn prior to the census date (see paragraph 18)
- students were returned with incorrect fundability status (see paragraph 19)
- there was poor communication within collaborative arrangements (see paragraph 20)
- franchise students were returned incorrectly (see paragraph 21)
- there was an inadequate audit trail between the student record system and the HEIFES return (see paragraphs 22 and 23)
- students were not returned in accordance with advice from HEFCE (see paragraph 24)
- there were errors in translating information on the working papers and in core data into figures on the return (see paragraph 25)
- there were significant discrepancies between ISR and HEIFES data (see paragraph 26)
- HEIFES returns were not authorised by an appropriate person (see paragraph 27)
- students on ineligible courses were being included in the return and students on eligible courses were being omitted from the return (see paragraphs 28-30)
- there was a lack of knowledge management (see paragraphs 31 and 32)
- Table 5 was not completed or was completed incorrectly (see paragraph 33)
- enrolment forms and agreements to pay tuition fees were not being completed for all students (see paragraph 34)
- no checks for duplicate records on the student record system prior to the data extraction for the HEIFES return (see paragraph 35).

Forecast of years countable data (Column 2)

2. There was some confusion about what should be included in Column 2. Common mistakes were filling in Columns 1 and 2 with the same students or returning students on non-standard academic years in Column 2.

3. Students should be reported in HEIFES as set out in Annex D, paragraphs 1-14. Errors arose in reporting students whose year of programme of study spans two academic years. The example below shows how such students should be reported.

Example

4. A two-year course runs from January to December. Students continuing their course who started in January 2002 (now in their second year) and January 2003 (in their first year) should be included in HEIFES03, in Column 1. Those starting in January 2004 should not be shown as forecasts in Column 2 of HEIFES03, but instead should be counted in Column 1 of HEIFES04.

5. Cases where students may be recorded as forecasts in Column 2 are:

a. Students on years of study entirely contained within the 2003-04 academic year, but which begin after 1 November. This will include, for example, courses running in the spring and summer terms only. However, such forecasts will be uncommon as most students are aiming for a higher degree, PGCE, first degree (including foundation degree), DipHE, DipSW, HND, HNC or CertEd. Students who are studying for credits which may count towards one of the listed qualifications, but who are not specifically aiming for such a qualification, are excluded from HEIFES. Funding responsibility for these students remains with the LSC.

b. Exceptionally, where students are on new courses which will normally run on a standard academic year (for example September to July), but where the first cohort has been delayed until after 1 November as a one-off measure because of start-up difficulties.

6. Students who start their year of study late (after 1 November), but are expected to catch up with others on their course who are following a standard year of programme of study, should be returned in Column 1.

Attribution of students to price groups

7. Students should be attributed to price groups according to the learndirect code(s) of the course they are on. Learndirect codes are taken from the LSC Learning Aim Database. Some colleges had difficulty in finding the correct code for particular courses last year. If a college cannot find the learndirect code for a course, or thinks a code may have been wrongly assigned, then it should contact the LSC funding and statistics support desk in the first instance. See Annex G for more details.

8. Media studies students (see Annex G for mapping from learndirect codes) must be recorded in the media studies price group only, and should not be attributed to other price groups according to how colleges consider they should be funded. The attribution of media studies students to price groups for funding purposes has been determined by a review panel, and any split between price groups for media studies provision will be carried out in the funding model.

9. Psychology students (see Annex G for mapping from learndirect codes) should be recorded in the psychology price group only. A review of the attribution of psychology students to price groups for funding purposes has already taken place. Any split between price groups for psychology provision will be carried out in the funding model.

10. Students with learndirect codes which map to price group B should be recorded in price group B only. Any split between the price group B and price group C subject weightings as a result of the review of price group B provision will be carried out in the funding model.

FTE in Column 4a of the part-time table, Table 3

11. The table containing load factors in Annex E should be used to determine the FTE of a part-time course. The sum of the total student load allocated to a part-time student should be equivalent, over the duration of the course, to that allocated to a full-time student. For example, if the total FTE for the full-time course is 3 (the load for each of 3 full-time years is 1) then the sum of the part-time loads over the duration of the part-time course should also be 3. We have found examples where this is not the case, due to many factors, including a lack of understanding of what the student load is meant to represent.

12. The FTE returned in Column 4a should be in relation to the part-time numbers included in Column 4 (estimated total completions for the year), and not the numbers in Column 1 (students countable between 1 August and 1 November inclusive).

Estimation of non-completions

13. The definition of a non-completion is included in Annex D. The audits identified a common misconception that withdrawals notified from an academic department are the sole source of data for that department's non-completion estimate. Estimation of the number of non-completions should normally be based on the non-completion rate for the previous year for the particular course. Where this is not the case, there should be a clear rationale for any alternative methods used or adjustments made. A student who fails to complete (that is, undergo the final assessment of, or pass) any module within the year of programme of study is to be returned as a non-completion for all activity in that year.

14. In using the previous year's non-completion rate for a course as the basis of the current year estimate, it is important to make sure that the non-completion rate for the previous year is accurately known. We have found several instances where this has not been the case. Non-completion status should be recorded in the year of programme of study. Continuation of study in the following year should not be taken as evidence of, or a proxy for, completion in the previous year.

15. Colleges may also find it useful to demonstrate the validity of their non-completion estimates by analysing the non-completion rates over different courses for, say, three to five years. This would help to identify trends, and years where the result is atypical compared with the trend.

16. A review of the outturn compared to the estimate should be made at the year-end and reasons for any discrepancies sought. This additional knowledge can then also be used in informing the estimate for the following year.

17. Non-completions should be reported in a timely fashion and the student record system

updated to reflect the student's change in status. Systems should be in place throughout the year to enable identification of students who are missing from or are struggling with the course, and steps taken to try to retain them at the institution. It is common for registers to be maintained to assist with this. The information obtained from these should be used to follow up missing students. Reconciliations should be made with the student record system to ensure it is up to date and accurately reflects what is being reported on the registers. Instances were found where additional students were on the registers but no record of them was on the student record system. There were also instances where students had clearly withdrawn, but their records had not been amended on the student record system.

18. Students' records not being updated in a timely fashion has led to them being included in the return when they had already left the institution by the census date.

Fundability status

19. In some audits each year, we find cases where students have been included in the HEIFES return as fundable when they were clearly being fully funded from another EC public source, such as the NHS or HM Forces. This is inappropriate and implies there has been a failure in the system for preparing the return. Staff preparing the return should ensure that such students are correctly treated in accordance with Annex F.

Collaborative arrangements

20. Some colleges are involved in collaborative arrangements with other institutions, such as franchise arrangements with other FECs. It is essential that exchanges of information and communications between all the partners are frequent, timely, open and effective. In particular, we highlight the importance of the lead institution being told promptly by the partner institutions about any non-completing students. This may require clear protocols with partner institutions regarding the exchange of information.

21. Where the institution completing the return is not the lead institution for students being taught by them, the students should be excluded from the institution's return. Students should only be returned by the lead institution. See Annex B for more details.

Inadequate audit trail

22. During the audits of colleges, in some cases the audit trail between the student record system and the HEIFES return was inadequate. A record of the basis for making estimates of non-completions and forecast countable years should be kept, along with any relevant printouts and working papers used in completing the return. This is particularly important where only one person is responsible for the return, because it has to be reproducible even if they leave.

23. The audit trail should be retained for at least three years. Source documents such as registration forms should also be retained. Where a college uses document image processing or other methods to store such information, the original documents should normally be

retained for at least one year and the copy retained for at least a further two years.

Students not returned in accordance with advice from HEFCE

24. Where an institution has gained permission from HEFCE that particular courses they are running are fundable and students may be included in the return at specific FTEs, this advice should be followed to ensure the correct levels of funding are gained for the course. The documentation relating to it should be retained with the working papers as part of the audit trail.

Translating data from the working papers into the correct fields in the return

25. Extreme care should be taken when translating information from the working papers into the return to ensure that inputting errors do not occur. There should be an independent review of the return carried out to try to eliminate such errors.

Significant discrepancies between the ISR and HEIFES

26. The audits found that in some cases there were significant discrepancies between the ISR and HEIFES data. For example, courses were incorrectly coded as HEFCE-fundable on the ISR but correctly excluded from HEIFES. Colleges should ensure that students in the HEIFES student population can be identified on the ILR. Links between ILR and HEIFES data are included in Annex M, which describes how we will re-create HEIFES03 from ILRF04.

Authorisation of the HEIFES return

27. At some colleges, the person responsible for the production of the HEIFES return also signed it off on the college's behalf. We expect the HEIFES return to be signed off as described in paragraph 19 of the main document, and not by the preparer of the return. The person signing off the return should have an understanding of our data collection requirements to ensure that the college has systems capable of producing an accurate and complete return, and that the preparer of the return has compiled it competently.

Incorrect flagging on student records systems

28. Some students have been flagged on colleges' student record systems as LSC funded and excluded from the HEIFES return, when they were in fact HEFCE fundable.

29. The reverse has also occurred, where some students have been incorrectly flagged on colleges' student record system as fundable and therefore incorrectly included in the HEIFES return when they were in fact not fundable.

30. These cases highlight the importance of careful data inputting into the student record system to ensure all, and only, eligible students are included in the return, as well as the importance of an independent review of the return by someone with knowledge of the student population, and independent from the compiler, to look for reasonableness of the figures

being submitted.

Knowledge management

31. At many institutions, the knowledge required to prepare the HEIFES return is undocumented and sometimes lies with only one person. This creates a risk that, in the absence of the person concerned, particularly at crucial times of the year, the college may not be able to prepare the return on time or to the appropriate standard. A good audit trail helps to reduce this risk. We also consider it good practice for all colleges to manage this risk effectively by ensuring that at least two people can both produce the information for the return and prepare the return itself.

32. In addition, colleges should consider ensuring that the relevant processes are adequately documented and that this documentation is kept up to date. This requires all relevant staff, including experienced staff, to consider HEIFES each year and to make the necessary changes to their systems.

Completion of Table 5

33. All relevant tables within the return should be completed by institutions. All students aiming for qualifications below degree level, such as HNDs and HNCs, should be returned on Table 5 in addition to Tables 1, 2 and 3. See Annex K for more details.

Completion of enrolment forms and agreements by students to pay tuition fees

34. At the current time it is standard practice for institutions to have enrolment forms and agreements to pay tuition fees, either included within this form or separately. While this remains the standard basis forming the contract between the institution and the student, it is important to have completed forms for all students, which are signed by the student, and preferably also by a representative of the institution. This means there is a document available signed by both parties, should a dispute develop in the future. As technology develops, this may not be the method used in future years, but in the main it is so at the current time.

Duplicate records

35. There should be a review of the student record system before extraction of the data for the return to check for duplicate records. This should be general practice throughout the year, particularly at times when new student records are being set up on the system.

Annex S
Glossary

Attendance	A student is considered to be attending the college whenever they undertake periods of study, tuition or work experience as part of the programme of study.
Base level of resource	For 2003-04 this is £2,808. Also known as the base price.
EC	European Community.
EEA	European Economic Area (all EC countries plus Iceland, Liechtenstein, Norway and Switzerland).
ERASMUS	European Community action scheme for the mobility of university students.
ESF	European Social Fund.
FAQs	Frequently asked questions.
FE	Further education.
FEC	Further education college.
Foundation degree	A two-year full-time higher education course, or the part-time equivalent, which has been validated by a higher education institution as a 'foundation degree', which is expected to incorporate the core features set out in the foundation degree prospectus, HEFCE 00/27.
Foundation degree bridging course	A short stand-alone course taken after a foundation degree has been completed to enable students to go on to the final year of an honours degree course.
Franchised-out	Any student who enrols at one institution and pays them a fee for tuition, but undertakes all or part of their study at another institution, is considered to be franchised-out by the institution collecting the fee. This includes all collaborative arrangements except HEFCE-recognised funding consortia. See Annex B.
FTE	Full-time equivalent.
HE	Higher education.

HEA	HEFCE higher education adviser.
HEFCE-recognised funding consortium	See Annex B, paragraphs 13 and 14.
HEI	Higher education institution.
HEIFES student population	HEIFES records counts of students aiming for recognised HE qualifications. These students are called the HEIFES student population. See Annex B.
HESES	Higher Education Students Early Statistics survey.
HESA	Higher Education Statistics Agency.
HMSO	Her Majesty's Stationery Office.
ILR	The LSC individualised learner record.
INSET	In-service education of teachers.
ISR	The LSC individualised student record.
ITT	Initial teacher training.
LSC	Learning and Skills Council.
NHS bursaried course	Pre-registration course for which an NHS bursary may be payable.
NVQ	National Vocational Qualification.
PGCE	Postgraduate certificate in education.
Postgraduates	Students on courses where a normal condition of entry is that entrants are already qualified to degree level (in other words, already qualified to level H of the QAA national qualifications framework). See Annex I.
QAA	Quality Assurance Agency for Higher Education.
QTS	Qualified teacher status.
Recognised courses of HE	See Annex C.

Regulated fees	Fees as defined in the Education (Student Support) (No. 2) Regulations 2002 (SI 2002 No. 3200). See Annex L.
SLC	Student Loans Company.
SOCRATES	European Commission action programme in the sphere of school and higher education.
Standard resource	Standard resource is used for funding purposes. It is calculated by multiplying the weighted FTE by the base price. See Annex F.
TTA	Teacher Training Agency.
Undergraduates	Students studying towards a first degree (including foundation degree), foundation degree bridging course, HND, HNC, DipHE, DipSW or a CertEd. See Annex I.
Year of programme of study	Students study towards qualification aims over a period, which can be spiit into one or more years of programme of study. See Annex D.

Annex T
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References are to the paragraph number of the main document, or to the annex letter and paragraph number of annexes.

Note that some words and phrases are defined in the glossary at Annex S.

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a: Counts of years of programme of study

			Validation = OK				Validation = OK				Validation = OK				Validation = OK				Validation = OK				Validation = OK							
			1 Years countable between 1 August 2003 and 1 December 2003 inclusive				2 Forecast of years countable between 2 December 2003 and 31 July 2004 inclusive				3 Forecast of years not completed (negative values)				4 Assumed countable years AY 2003-04 Columns 1+2+3				5 New entrants included in Columns 1 & 2				6 Assumed countable years wholly or partially franchised-out or part of a HEFCE-recognised funding consortium included in Columns 1 & 2							
			Home & EC Fundable				Home & EC Fundable				Home & EC Fundable				Home & EC Fundable				Home & EC Fundable				Home & EC fundable							
			HEFCE-funded (a)	Ind.-funded (b)	Non-fundable (c)	Island o'seas (d)	HEFCE-funded (a)	Ind.-funded (b)	Non-fundable (c)	Island o'seas (d)	HEFCE-funded (a)	Ind.-funded (b)	Non-fundable (c)	Island o'seas (d)	HEFCE-funded (a)	Ind.-funded (b)	Non-fundable (c)	Island o'seas (d)	HEFCE-funded (a)	Ind.-funded (b)	Non-fundable (c)	Island o'seas (d)	(a) Wholly franchised-out to: FECs (i)	HEIs (ii)	Other inst. (iii)	(b) Partially franchised-out to: FECs (i)	HEIs (ii)	Other inst. (iii)	(c) As part of a HEFCE consortium: FECs (i)	HEIs (ii)	Other inst. (iii)
oup	Length	Level																												
oup A		UG	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		PGT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		PGR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Long	UG	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		PGT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		PGR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
oup B		UG	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		PGT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		PGR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
y-based ngineering	Long	UG	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ology)		PGT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		PGR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
oup C		UG	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
n cost		PGT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ith a		PGR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
oratory or	Long	UG	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
element)		PGT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		PGR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
oup D		UG	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
subjects)		PGT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		PGR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Long	UG	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		PGT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		PGR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
logy		UG	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		PGT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		PGR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Long	UG	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		PGT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		PGR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
tudies		UG	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		PGT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		PGR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Long	UG	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		PGT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		PGR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
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	Long	UG																												
		PGT																												
OTS)		UG			0.00	0.00			0.00	0.00			0.00	0.00			0.00	0.00			0.00	0.00								
		PGT			0.00	0.00			0.00	0.00			0.00	0.00			0.00	0.00			0.00	0.00								
		PGR			0.00	0.00			0.00	0.00			0.00	0.00			0.00	0.00			0.00	0.00								
	Long	UG			0.00	0.00			0.00	0.00			0.00	0.00			0.00	0.00			0.00	0.00								
		PGT			0.00	0.00			0.00	0.00			0.00	0.00			0.00	0.00			0.00	0.00								
		PGR			0.00	0.00			0.00	0.00			0.00	0.00			0.00	0.00			0.00	0.00								
e groups		UG	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		PGT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		PGR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Long	UG	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		PGT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		PGR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		Total	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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